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EDITORIAL NOTES

The author has called our attention to an error in the title of the dissertation listed as entry no. 4234, August 1950. The correct title is: *The development of outcome measures for teaching procedures leading to group cohesion*.

* * *

The abstracter has advised us that a new title page for the report abstracted as entry no. 4303, August 1950, indicates that the author of the report is William E. Kappauf of Princeton University.

* * *

The title of *Societry* was changed to *Group psychotherapy, journal of sociopsychopathology and societry*, effective with vol. 3, no. 1, 1950.

GENERAL

1. Brown, Warner (U. California, Berkeley), & Gilhousen, Howard C. *College psychology*. New York: Prentice-Hall, 1950. x, 507 p. \$3.75.—Two thirds of the text, designed for a one-semester introductory course, is devoted to learning, problem solving, thinking, motivation, attention, perception, and emotion. The remainder deals with individual human adjustment. Set continuity of topics is stressed as opposed to comparatively independent chapters. The authors believe the beginner is best served by minimizing specific experimental and physiological references.—R. Tyson.

2. Christoffel, Hans. *Physiognomik und Psychoanalyse*. (Physiognomy and psychoanalysis.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 105-112.—Out of elementary physiognomy has arisen an understanding physiognomy which is personally oriented and inter-individually anchored. Physiognomy and physiology become coordinated in psychosomatics. Many difficulties in birth, child development, and sexual disorders are of a physiognomic nature. English and French summaries.—K. F. Muenzinger.

3. Crafts, Leland W. (Washington Square Coll., New York U.), Schneirla, Theodore C., Robinson, Elsa E., & Gilbert, Ralph W. *Recent experiments in psychology*. (2d ed.) New York: McGraw-Hill, 1950. xvii, 503 p. \$3.50.—This text (see 12: 4459) has been revised to reflect contemporary trends in psychological experimentation. 7 chapters have been reproduced with minor changes; 12 others have been extensively revised; and 7 new chapters have been added: belief in mysticism among college students, perception of obstacles by the blind, con-

flict and experimental neurosis in cats, value of organization for retention and transfer, perception of the vertical in space, projection and the Thematic Apperception Test, and opinion-poll technique.—A. J. Sprow.

4. de Montpellier, G. *Conduites intelligentes et psychism chez l'animal et chez l'homme*. (Intelligent behavior and psychism among animals and men.) (2nd ed.) Louvain et Paris: Vrin, 1949.—This is the second edition, revised and enlarged (see 22: 1095), with parallel comparison of the psychism of the man and that of the animal.—R. Piret.

5. Farber, Marvin. (Ed.) (U. Buffalo, N. Y.) *Philosophic thought in France and the United States. Essays representing major trends in contemporary French and American philosophy*. Buffalo, N. Y.: University of Buffalo Publications in Philosophy, 1950. x, 775 p. \$7.50.—18 essays on French philosophy by French authors with a 19th essay by an American in summary comment comprise Part I. Part II includes 18 essays by American authors with a summary essay contributed by a French philosopher. The 38 essays present varying shades of opinion on philosophical problems of the 20th century including philosophy of science, phenomenology, existentialism, logic, values, religion, esthetics, educational philosophy, etc. Bibliographical chapter on French publications on the philosophy of science.—C. M. Louttit.

6. Hilliard, A. L. *The forms of value; the extension of a hedonistic axiology*. New York: Columbia University Press, 1950. xvi, 343 p. \$4.00.—The basis of the author's axiological theory is an egoistic psychological hedonism which asserts that it is a fact of human behavior that each individual pursues his own pleasure as his only end. Following a discussion of the general nature of value the author examines such concepts as ought, good and bad, evil, right and wrong, rights, duty, obligation, responsibility, happiness, justice, importance, beauty, economic value, love, and truth. All forms of value are held to be relative to particular organisms at particular times. Since all propositions of value are species of propositions of fact, a basis is provided for removing all axiological disciplines from the jurisdiction of philosophy and establishing them as branches of empirical science.—P. E. Lichtenstein.

7. Jurovsky, Anton. (U. Bratislava, Czechoslovakia.) *Psychologia*. Turciansky Sv. Martin: Matica Slovenska, 1949. 558 p. Kcs. 240.—This is the fourth, "revised and enlarged," edition of an introductory textbook of general psychology that

originally appeared in 1942. "Psychology is being taught in several of our universities and in secondary schools of all types; it is a matter of obvious interest in many practical occupations and among all reading intelligentsia. Yet no suitable text was available in Slovak nor in any foreign language popular in our country. . . . To fill this gap . . . is the main aim of this book." There are 10 sections: Psychology as a science, Perception, Imagery, Memory, Thought, Fantasy, Attention, Feelings, The Will, Personality. 667-item bibliography.—I. Wayne.

8. Reich, Heinrich. *Der Mensch in der astrologischen Symbolik.* (Man in astrological symbolism.) *Grenzgeb. Med.*, 1949, 2, 296-300.—It is probable that the ancient astrological symbols of planetary forces and zodiacs are projections of inner experiences into the heavens. The individual cosmogram is based on the structure of an "Uhrhoroskop" which represents the nature of a man in an ideal way. To decipher the content of astrological symbolism, adopt a spiral representation. The whole represents the human monad, the original unit of human existence. The author illustrates this by the horoscopes of Goethe, Otto Weininger, X. Seefeld who committed 12 crimes of murder and Rainer Maria Rilke.—P. L. Krieger.

9. Wołoszynowa, Lidia. *O przedmiocie, zadaniach i metodach psychologii radzieckiej.* (About the subject, the aims and methods of the Soviet psychology.) *Ruch Filoz.*, 1949, 16(3/4), 79-96.—Discussion of some fundamental ideas and problems of the Soviet psychology (the psychological phenomenon, consciousness, the relation of mental life to action, the psycho-physical problem etc.). To the aims of the Soviet psychology belongs an objective explanation of mental development, and the elaboration of problems which are very important to life. Among the methods which are recommended in particular there is Lazurski's natural experiment made in natural conditions to which belong also the conditions of education and teaching. The genetic method is also important.—S. Blachowski.

THEORY & SYSTEMS

10. Allen, Denison Maurice. (*Hampden-Sidney Coll., Va.*) *Is psychology re-discovering the soul?* *Relig. Educ.*, 1950, 45, 133-138.—Materialistic naturalism assumes but does not prove that the brain produces conscious mental life. Another kind of naturalism can be called psycho-physical. It believes the conscious self is as determinative as the organic. A richer view of the self is in the making in psychology, resembling the Classical-Christian concept of the soul.—G. K. Morlan.

11. Berge, André. *Determinisme psychologique et responsabilité morale.* (Psychological determination and moral responsibility.) *Psyché*, 1950, 5, 370-377.—The success of psychoanalysis depends upon a strong ego and moral responsibility in the patient. The knowledge of psychological determination is presupposed in moral responsibility and is

essential to a sane behavior. The author's point of view is discussed by several persons.—G. Besnard.

12. Bergman, Hugo. *Probleme des Existenzbegriffes.* (Problems of the concept of existence.) *Theoria*, 1950, 16, 21-35.—Judgments are of two kinds, those about the existence of an object and those about its nature. This distinction goes back to Aristotle. The attempt has been made to reduce the former to the latter, an attempt that has been vigorously opposed by Hume and Kant. On the other hand, Brentano has tried to show that all judgments about the nature of objects are in effect judgments about their existence. This position is critically examined and Brentano's great merit is acknowledged for having shown the central significance of judgments of existence.—K. F. Muensinger.

13. Bernays, P. *Quelques points de vue concernant le problème de l'évidence.* (Some points of view concerning the problem of evidence.) *Synthèse*, 1946, 5, 321-326.—In this paper the author discusses the evidence of external sensations, points to the superiority of internal intuition, which, however, also has its faults, and analyses the intuitive evidence of the Euclidean geometry and of the arithmetic. He also states that in psychological research the external, behavioristic evidence is sometimes more certain than internal intuition, but this superiority also is not without limitations. Although we can envisage the possibility of full elimination of evidence from the foundations of science, it will be always necessary to attribute meaning to some terms and to understand relations among them.—M. Chojnowski.

14. Beth, Evert W. (*U. Amsterdam, Holland.*) *Logical and psychological aspects in the consideration of language.* *Synthèse*, 1947, 5, 542-544.—The primitive and faulty conception of logic as the science of thinking still survives, being a serious obstacle to the propagation of the results of contemporary logical research. The author characterizes logic "as the theory of rigorous reasoning" and thought "as an internal anticipation of action," distinguishing verbal and non-verbal thought, and concluding with the short argument against psychologism in logic.—M. Chojnowski.

15. Brock, Friedrich. (*U. Hamburg, Germany.*) *Biologie und Erkenntnis.* (Biology and knowledge.) *Grenzgeb. Med.*, 1949, 2, 6-11.—An all-inclusive anthropology as "science of man" is unthinkable without an (underlying) understanding and a meaningful biology and natural science. An anthropology without it is only a lesson about life, which has been emptied of its meaning and is not in a position to include sense and cognitive understanding in the interpretation of organization of the world.—P. L. Krieger.

16. Choisy, Maryse. *Freud, Jung et Adler.* (Freud, Jung, and Adler.) *Psyché*, 1950, 5, 450-463.—The different psychoanalytic theories of Freud, Jung and Adler are summarized. A case history is analyzed by exponents of the 3 systems. The author points out that continuous fights over the 3 schools of thought are quite sterile. The 3 systems

actually prove "the different ways to place some light on reality."—G. Besnard.

17. De Greeff, E. *Aan de bronnen van ons bestaan.* (At the sources of our existence.) Helmond, Netherlands: "Helmond," 1949. 244 p. Hfl. 6.90.—The Freudian conception of instincts is liberated from the sphere of pure materialism and is placed in the scope of a Christian world-view. The Prometheus myth is made the pivot on which the life of man and community turns. In the last chapter a plea is made for a new humanism, based upon the knowledge of the deepest trends of man and upon a Christian respect for life.—M. Dresden.

18. Eissler, K. R. (315 Central Park West, New York 25.) The Chicago Institute of Psychoanalysis and the sixth period of development of psychoanalytic technique. *J. gen. Psychol.*, 1950, 42, 103-157.—In analyzing Alexander's and French's position taken in *Psychoanalytic Therapy* the author comes to the conclusion that this book carries the crisis in psychoanalysis, so far mainly limited to theory, into the psychoanalytic practice. If this "new technique" were accepted as valid by the main centers of psychoanalytic research this would force us to mark the beginning of a sixth phase in the development of psychoanalytic therapy." Alexander and French deviate in many ways from Freud's concepts and therapeutic goals. On the whole, Eissler's opinion is that Alexander reverts to magical treatment coached in psychoanalytic phraseology. It is exactly that which Freud had warned against and which he made a supreme effort to keep out of psychoanalysis.—M. J. Stanford.

19. Fitch, Frederic B. (Yale U., New Haven, Conn.), & Barry, Gladys. Towards a formalization of Hull's behavior theory. *Phil. Sci.*, 1950, 17, 260-265.—"This paper is a tentative step toward formalizing in symbolic logic some of the central assumptions of Clark L. Hull's theory of behavior." Certain basic concepts are briefly described and from these a series of axioms is formulated.—C. M. Louttit.

20. Grzywak-Kaczyńska, Maria. *Metoda dialektyczna w psychologii.* (The dialectical method in psychology.) *Zdrowie Psychiczne*, 1949, 3(4), 3-25.—The growing interest in Soviet science in Poland inclines also many Polish psychologists to occupy themselves with the achievements of psychology in the Soviet Union. The authoress takes as a basis Rubinsztejn's "Outline of general psychology" (in Russian). After a short representation of the theory of dialectical materialism and the general dialectical method she deals with the foundations of the dialectical method in psychology. The dialectical psychology is based on the supposition that the psychic life and the objective world form one unity. As a consequence of this point of view one postulates unity of psychic and organic life, of organ and function, of brain and mind, or thought and action, of capacity and ability, of that which is inborn and that which is acquired, etc. The authoress accepts the fundamental theses of the dialectical psychology,

yet she is of a different opinion as to Rubinsztejn's negative attitude to the method of tests (especially in examining intelligence). She thinks that the word "disposition" which is rejected by the Soviet psychology is a useful term which may find a proper application in the dialectical psychology.—S. Blachowski.

21. Holstijn, A. J. Westerman. *Psychoanalysis and totality-psychologies.* *Synthèse*, 1947, 5, 433-440.—This paper is devoted to the critical discussion of three remarks often made about the Freudian distinction between Ego and Id. According to some opinions, (1) this distinction has no analogy among other psychological concepts, (2) the essence of the "I" is misjudged, (3) it is the remnant of the atomistic psychology, not taking into account the modern conceptions of totality-psychologies. The author finds these objections unfounded and caused by the misleading use of old terms.—M. Chojnowski.

22. Hull, Clark L. (Yale U., New Haven, Conn.) Behavior postulates and corollaries—1949. *Psychol. Rev.*, 1950, 57, 173-180.—The development of the Hullian system is traced briefly. It is then summarized in its current form, consisting of 18 postulates and 12 corollaries.—R. B. Ammons.

23. Janse de Jonge, A. L. *Psychische energie.* (Psychic energy.) *Ned. Tijdschr. Psychol.*, 1950, 5, 224-242.—It is asked in what way we may get a better insight into the nature and essence of psychic energy. The place of this concept in the psychological literature of the last 50 years is traced. An effort is made to fix the place of psychic energy within the whole of being-human in connection with L. van der Horst's work on anthropological psychiatry. Being-human taken in a comprising sense which will make it possible to define the nature of psychic energy in greater connection.—(Courtesy *Ned. Tijdschr. Psychol.*)

24. Keller, Wilhelm. *Akt und Erlebnis.* (Act and experience.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 73-92.—The concept of the act is a basic one in psychology. Positivistically objectifying tendencies still continue which falsify the psychic as merely objective events. The prototype of this tendency is found in American schools. However, the act is essentially psychic. All mental events must be studied as they lead to and culminate in performance. In such a development Brentano's concept of intentionality plays a fundamental role. French and English summaries.—K. F. Muensinger.

25. Lewis, Geneviève. *Le problème de l'inconscient et le cartésianisme.* (The problem of the unconscious and Cartesianism.) Paris: Presses Universitaires de France, 1950. 302 p. 700 frs.—Some of the topics developed are the conscious and the unconscious according to Descartes; degrees of consciousness; and depths of the soul according to Cartesian theologians, who stress the separation of the soul and the body. Although consciousness is the only manifestation of effective thought, the soul is not reduced to the succession of acts of consciousness. According to Cartesians, the prob-

lem of the unconscious is always related to inner experience, self-knowledge being necessary for self-mastery. Extensive bibliography.—G. E. Bird.

26. **Mannoury, G.** *Sociobiology. Synthèse*, 1947, 5, 522-525.—The empirical research of biological phenomena is the best starting point for a philosophy of human conduct and understanding. Modern sociobiology tells us about many important regularities of botanical, animal, and human life, beginning with the phenomenon of the biological equilibria. Of primary importance is to make "a sharp distinction between the *introspective* knowledge (or fore-knowledge) of our own conduct (*auto-psychology*) and our *extrospective* knowledge of the conduct of other beings (*heteropsychology*)."—M. Chojnowski.

27. **Mercier, André.** *Lois de la nature et constructions de l'esprit.* (Laws of nature and constructions of mind.) *Synthèse*, 1946, 5, 203-209.—Language of physics is not reducible to the language of mathematics and is insufficient itself to cover fields of higher sciences, such as biology, psychology, sociology, and history. All theories concerning reversible phenomena are built according to the same axiomatic model which is not reducible to the model used in mathematics. Upon physics a condition is imposed, unknown in mathematics, of reflecting Nature. One also could say that postulates of physical theory are inventions, made on theoretical bases, and natural laws—discoveries, made on experimental bases.—M. Chojnowski.

28. **Mott, Francis J.** *The origins of the libido as a cloak of intrauterine affect.* *J. clin. Psychopath.*, 1948, 3, 483-491.—The author claims "a new evolutionary step for mankind" which emanates from his theory that the libido is generated upon the surface of the skin of the fetus by the rhythmic intrauterine interaction between the maternal and the fetal bodies. This interaction provides the raw material which later is employed by the brain in the evocation of thought.—G. A. Muench.

29. **Nuttin, J.** *Psychoanalyse en spiritualistische opvatting van de mens.* (Psychoanalysis and spiritualistic conception of men.) Utrecht, Netherlands: Het Spectrum, 1949. 239 p.—The writer integrates the methods and explanations which psychoanalysis has produced, into general psychology. In connection with freedom and spiritual components of human behaviour the psychoanalytic dogma concerning the unconscious is weighed in its right significance. From a general psychological point of view insight into the dynamic structure of the personality is built up. 138 references.—M. Dresden.

30. **Riesman, David.** (*U. Chicago, Ill.*) *Authority and liberty in the structure of Freud's thought.* *Psychiatry*, 1950, 13, 167-187.—A reexamination of Freud's own work; "its aim is less to point out weaknesses . . . than to contribute to the sociology of knowledge and to the ongoing effort, both in psychiatry and in the other social sciences, to

separate what is essential in Freud's thought from the garb, determined very largely by the time and the culture, in which that thought made its debut."—N. H. Pronko.

31. **Ryle, Gilbert.** (*Magdalen Coll., Oxford, Eng.*) *The concept of mind.* New York: Barnes & Noble, 1949. vi, 334. \$3.00.—The Cartesian distinction between the inner and the outer world cannot be maintained. The history of the "Cartesian myth" is detailed and its influence in theories of will, intellect, emotion, imagination, sensation, and self-knowledge traced. Psychologists will be interested in a final chapter debating whether there is any special field of psychology, especially in the light of a rigorous philosophical behaviorism.—W. L. Wilkins.

32. **Schlegel, Leonhard.** *Über die Vernachlässigung von "Konstitution" und "Anlage" in der Tiefenpsychologie.* (Concerning the neglect of "constitution" on "predisposing factors" in depth-psychology.) *Grenzgeb. Med.*, 1949, 2, 357-358.—Depth-psychology, and psychiatry viewed from the standpoint of the natural scientist, constitute two fundamentally different points of departure, but they are not contradictory. The former corresponds to a subjectivist type of observation in which constitution and predisposing factors are irrelevant; whereas they are essential factors for the objective observation and description in psychiatry.—P. L. Krieger.

33. **Stoke, Stuart M.** (*Mount Holyoke Coll., South Hadley, Mass.*) *An inquiry into the concept of identification.* *J. genet. Psychol.*, 1950, 76, 163-189.—The author criticises the Freudian Oedipus complex as an explanation of the etiology of identification. In its place, "ten factors which influence the formation of identifications have been postulated on the basis of case studies and experimental work. These are defended and explained by illustrative case studies and discussion. An attempt is made to account for the unconscious aspects of the super-ego or ego-ideal without using the factor of repression of guilt feelings involved in the Oedipus complex. Some implications and problems of education in connection with identification are briefly mentioned."—R. B. Ammons.

34. **Strasser, S.** *Het zielsbegrip in de metaphysische en in de empirische psychologie.* (The conception of mind in metaphysical and empirical psychology.) Nijmegen, Netherlands: Smolders, 1950. 221 p. Hfl. 11.90.—The aim of the writer is the solution of a scientific theoretical problem in two ways: (1) in the course of philosophical reflections, and (2) by application of the phenomenological method, by which phenomenology is considered a method of existential metaphysics. The argumentation puts itself in the totality of ontologic orientated metaphysics, from which it forms on the one side a continuation and completion, on the other side a confirmation. The title of the book indicates the limits of the problematic. 130 references.—M. Dresden.

35. Tembrock, Günther. (*U. Berlin, Germany.*) **Die Schichtlehre in der Tierpsychologie.** (The theory of layers in animal psychology.) *Fortschr. Fortschr.*, 1949, 25, 183-185.—The author draws up a scheme of the vertical stratification of the animal mind. Deepest is the primary sphere, the mental germ tract with undirected manners of behavior. Over it is the secondary sphere, the "psychische soma." In philogenetic respect it is related to the environment and structured. The phenotype is here still of relatively small effect, while it prevails in the highest sphere. The tertiary sphere can also be called the cortical layer, because it is based on the functions of the cortex.—P. L. Krieger.

36. Viaud, G. **Tropismes et pathies.** (Tropisms and pathies.) *J. Psychol. norm. path.*, 1949, 33, 385-419.—The works of H. S. Jennings (about 1900) and T. Loeb (1890) have brought out the controversy between tropism—phototropic animals react to outside stimuli without regard to finality—and pathy—phototropic animals react to outside stimuli with regards to adaptive behavior. The tendency in the last few decades has been to emphasize the finality of pathies. Though it may be more "logical" than the tropisms theory, it seems that the basic task of biological philosophy is to probe the "illegal" in an attempt to understand it rather than admit the "logical."—G. Besnard.

37. von Aster, Ernst. **Physikalisticus und psychologistischer Positivismus.** (Physicalistic and psychologicistic positivism.) *Theoria*, 1950, 16, 1-20.—Positivism exists since the XVIIth century in two forms. Physicalistic positivism goes back to Hobbes, d'Alembert and Comte and exerted its chief influence upon the "Vienna circle" through Whitehead and Russell. The classical proponent of psychologicistic positivism was Hume, who was followed by J. S. Mill. Its chief influence in our times came through Mach. The chief modern adherents of physicalistic positivism are Reichenbach and Carnap and it is their standpoint which is here critically examined in the light of psychologicistic positivism. The world which we know is not one that is independent of the perceiving subject but it is the environment of an acting subject. If we exclude the latter our assertions about the world are meaningless.—K. F. Muenssinger.

38. von Aster, Ernst. **Die Psychoanalyse.** (Psychoanalysis.) Bern: A. Francke, 1949. 231 p. S. Fr. 9.50.—Attempts an essentially non-critical presentation of Freud's ideas and theoretical formulations. An introductory chapter describes the emergence of psychoanalytic discoveries against the background of associationistic and 19th century psychology and compares the system with some of the later developments in German psychology. In the chapter "Psychoanalysis and Biology," Aster contributes speculations which view the sex instinct as a differentiation of the death instinct. The relationships between psychoanalysis and culture are expounded along Freudian lines. Bibliography of the major psychoanalytic writings.—H. H. Strupp.

39. Waismann, Friedrich. (*U. Oxford, Eng.*) **The many-level structure of language.** *Synthèse*, 1946, 5, 211-219.—Language is stratified into "layers" and different language strata have different logics as well as their own senses of "completeness" and "incompleteness," differences of open and closed texture, different senses of verifiability and different criteria of truth. "It is only if we are quite clear as to the logical texture of the language we use that we shall know what we are talking about." As a result logic loses its universal validity and can only be applied to statements belonging to the same layer of language. This explains many difficulties connected with problems pertaining to the relation between physical law and the evidences for it, or between material object statements and sense data statements, or between psychological statements and the behavioristic statements, and so on.—M. Choynowski.

40. Westerman Holstijn, A. J. **Projectie en Identificatie.** (Projection and identification.) *Ned. Tijdschr. Psychol.*, 1950, 5, 79-99.—"Primary identification," during the earliest stage of mental development, must not be confused with a later possible process: the putting of oneself as identical with another person, in a period when Self and Other are already clearly discriminated. In the so-called projection tests however, another form of projection is studied. There one's traits of character are reflected in the image one gets of the other, without any feelings of participation or of being influenced, without experiencing directly part of oneself in another place, without any fading out of the boundaries of the Ego. There are however transitions and combinations of these two mechanisms.—(Courtesy *Ned. Tijdschr. Psychol.*)

41. Westerman Holstijn, A. J. **Psychisme en mechanisme.** (Psychism and mechanism.) *Ned. Tijdschr. Psychol.*, 1950, 5, 220-224.—The indiscriminate use of the word "psychism" in the sense of psychological "mechanism" derives from a misplaced fear of materialistic thinking. The term "mechanism" comprises those special tactics of the psyche, whereby (with a special aim) the "psychism" is altered; e.g. in the case of a primitive psychism, which is altered (by means of "sublimation") into a more spiritual way of functioning. "Mechanism" is derived from the Greek; the cognate words there bear already the meaning: artifice, trick, cunning contrivance, manner. So the use of this term of psychic functions is fully justified.—(Rewritten *Ned. Tijdschr. Psychol.*)

42. Zegers, Richard T. **Relationship between psychology considered as philosophy and as positive science.** *New Scholast.*, 1950, 24, 181-182.—Abstract.

METHODS & APPARATUS

43. Blum, Lucille H. (*Lenox Hill Hospital, New York.*) **A technique for recording finger painting behavior.** *J. genet. Psychol.*, 1950, 76, 191-194.—A technique "developed to facilitate the recording of finger painting behavior and to provide a chrono-

logical account of the subject's activities leading to his finished production . . ." is described. "The total finger painting complex has been divided into simple units of behavior which can be readily observed and easily recorded. The technique measures the subject's behavior in quantitative terms of time and frequency. Therefore, whether from the point of view of the child developmentalist or that of the expert on personality diagnosis, the technique provides a basis for objective comparison of a given individual's paintings over a period of time."—R. B. Ammons.

44. Cole, E. L., Milton, J. L., & McIntosh, B. B. *Airborne Psychology Laboratory*. *CADO Tech. Data Dig.*, 1950, 15(7), 25-29.—The Air Materiel Command's Airborne Psychology Laboratory is described. Electronic devices, suitable for studying the actions and reactions of pilots operating complex aircraft instruments and controls, are housed in a C-47 transport. Psychological problems encountered in equipment design are studied in this airborne laboratory.—(Courtesy of *CADO Tech. Data Dig.*)

45. Coombs, Clyde H. (*U. Michigan, Ann Arbor*) *Psychological scaling without a unit of measurement*. *Psychol. Rev.*, 1950, 57, 145-158.—There is presented a new type of scale called an ordered metric and the experimental procedures required under certain limiting conditions to secure such a scale. The information "which could be obtained under these conditions is as follows: (1) the discovery of a latent attribute underlying preferences, (2) the order of the stimuli on the attribute continuum, (3) something about the relative magnitudes of the distances between pairs of stimuli, (4) the sectioning of the continuum into intervals, the placing of people in these intervals, and the ordering of these intervals on this attribute continuum, (5) something about the relative magnitudes of these intervals." These are illustrated by an example and an experiment.—R. B. Ammons.

46. Husén, Torsten. *Problems of scaling in modern psychometrics*. *Theoria*, 1950, 16, 49-62.—The question "Can we really establish a behavior scale that is equidistant in a universal sense?" is answered negatively on the whole. "Equidistant and absolute scaling is only possible, when we have stated a definite and specified purpose of measurement."—K. F. Muenzinger.

47. Markey, C., Schoenfeld, R. L., & Holfer, P. F. A. (*Columbia U., New York*) *Frequency analyzer for bioelectric potentials in the sub-audio range*. *Rev. sci. Instrum.*, 1949, 20, 612-616.—A frequency analyzer for sub-audio bioelectric potentials is described. Its application to the human electroencephalogram is briefly discussed. The instrument, coupled to the output of a standard E.E.G. amplifier, photographically records twenty frequencies simultaneously by means of individual filters each coupled to a two-inch cathode-ray oscilloscope. It provides a method for studying the changes in wave form and frequency that occur.—H. A. Knoll.

48. Siegel, Paul S., & Hard, John S. (*U. Alabama, University*) *An improved electronic device for the measurement of the activity level of the small animal*. *J. gen. Psychol.*, 1950, 42, 159-163.—The activity level of a small animal may be measured by an electronic device which constitutes an improvement of the earlier instrument of the senior author. A reliability and adaptation study made on 24 mature, male albino rats indicates that the calibration technique is a valid one and also shows rapid adaptation to the apparatus for these animals. The apparatus is described and illustrated.—M. J. Stanford.

49. Stoll, A. M., & Hardy, J. D. (*Russell Sage Inst. Path., New York*) *Direct experimental comparison of several surface temperature measuring devices*. *Rev. sci. Instrum.*, 1949, 20, 678-686.—A uniform thermal gradient was produced by applying four layers of oak tanned leather to a copper cylinder. The thermal gradient was accurately measured by means of thermocouples between the layers of the leather. By suitable extrapolation of this gradient the temperature of the outside leather surface was accurately determined and this constituted the standard surface temperature. Eleven types of surface temperature measuring devices were compared and evaluated on the basis of (1) accuracy and (2) adaptability to use in a variety of experimentally produced environmental conditions. Radiometric and thermocouple types were found to be the best, the thermister type intermediate, and surface pyrometers and mercury-in-glass thermometer the least suited.—H. A. Knoll.

(See also abstracts 143, 630)

NEW TESTS

50. De Mare, H., & Smit, K. *Het Groeps-onderzoek Met de Maquette*. (*Group-investigation with the maquette*.) *Ned. Tijdschr. Psychol.*, 1950, 5, 137-163.—If we want to observe how a person will behave in the circumstances where leadership is wanted, we have to use the group-test. A description is given of a test developed by the Twentsch Instituut voor Bedrijfpsychologie in which the group gets the opportunity to act and to discuss in a social atmosphere. A sample-protocol is added. In the opinion of the authors this test comes up to the predetermined requirements and the results show how the different leader-types may be recognized and that they have their own value for specific situations.—(Courtesy *Ned. Tijdschr. Psychol.*)

51. Hunt, J. McV., & Kogan, Leonard S. *Measuring results in social casework: a manual on judging movement*. New York: Family Service Association of America, 1950. 79 p. \$1.50.—The purpose of this manual is to provide the social casework profession with a standard procedure for measuring the change in clients and their situations. The instrument presented and described is the Movement Scale.—V. M. Stark.

52. Johnson, Arthur Edwin, Jr. **Development of an interest blank to differentiate types of mechanical interest.** *Microfilm Abstr.*, 1950, 10(2), 47-48.—Abstract of Ph.D. thesis, 1950, University of Michigan. Microfilm of complete manuscript, 96 p., \$1.20, University Microfilms, Ann Arbor, Mich. Publ. No. 1696.

53. Piret, R. **Une forme parallèle du test d'intelligence logique de Lahy.** (A parallel form of the Lahy Test of Logical Intelligence.) *Cah. Pédag.*, 1950, 9, 9-11.—Description of the test, qualities of measurement, norms.—R. Piret.

54. Rey, André. **Étude d'une épreuve d'analyse perceptive.** (Study of a test of perceptual analysis.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 92-105.—A test is described in which the subject is asked to draw a complex geometric design which is presented on a transparent sheet of cellophane in cylindrical form. The performance presents a number of problems, such as the analysis of contour, the role of ocular movements, etc. The test is assumed to involve a factor of intellectual development. English and German summaries.—K. F. Muenszinger.

STATISTICS

55. Baldwin, Alfred L. (*Antioch Coll., Yellow Springs, O.*) **Statistical problems in the treatment of case histories.** *J. clin. Psychol.*, 1950, 6, 6-12.—

"The purpose of this paper is to discuss the methods of handling the time dimension in the statistical analyses of material obtained from a single individual." One technique used for this purpose is Cattell's P-technique, a method involving the analysis of intra-individual correlations. Such correlations remain meaningful and valid statistically so long as the dependence between the two values measured is a situational one; i.e., where "it is merely experiencing the situation" on earlier trials which changes the performance on later trials. Where measure-to-measure dependence exists, this method is not valid unless an accurate sampling distribution of the scores can be obtained by some modification of the number of degrees of freedom involved.—L. B. Heathers.

56. Beck, Roland L. (*Central State Coll., Edmond, Okla.*) **Chance, coincidence, and the normal curve.** *Sch. & Soc.*, 1948, 68, 323-326.—After quoting definitions of chance, coincidence and the normal curve the author reports an extensive study of 100,008 trials tossing ten pennies each time. Tables and figures are given. Classroom grading on the basis of the normal curve is discussed with the conclusion there are many factors other than chance which enter into classroom performance, and "that no hard and fast rule can be followed based on a certain per cent for each letter grade in every class regardless of size."—R. S. Waldrop.

57. Birnbaum, Z. W. (*U. Washington, Seattle.*) **Effect of linear truncation on a multinormal population.** *Ann. math. Statist.*, 1950, 21, 272-279.—In admission to educational institutions, personnel

selection, testing of materials, and other practical situations, cutting scores are often established resulting in the linear truncation of the distribution of a population. Admission tests are administered to all individuals in the population to decide on admission or rejection, and later achievement tests are administered to those admitted. A linear truncation in Y will change the absolute distribution of X, except in the case of independence. Three theorems concerning changes resulting from truncation are presented. Formulae and mathematical derivations are included.—G. C. Carter.

58. Brown, George W. (*Rand Corp., Santa Monica, Calif.*) **Basic principles for construction and application of discriminators.** *J. clin. Psychol.*, 1950, 6, 58-61.—"This paper deals with the classification of an individual into one of two or more categories, on the basis of observations made on the individual together with a knowledge of the statistical distributions of the observed quantities for individuals within each of the possible categories;" for example, the selection or rejection of pilot trainees might be made on the knowledge of their performance on a series of tests and of the relation of these tests to the criterion, successful completion of training. Neyman's and Pearson's theory regarding this problem and its extension to the problems of classification into more than two categories are elaborated mathematically.—L. B. Heathers.

59. Cronbach, Lee J. (*U. Illinois, Urbana.*) **Statistical methods for multi-score tests.** *J. clin. Psychol.*, 1950, 6, 21-25.—In testing we attempt to place a person within a k -space, where k is the number of traits being measured. One may string the k -space along a line and compare single scores but this overlooks interactions among the scores and raises the question as to the probable significance of obtained differences, particularly where the samples are compared on correlated variables. One may try to treat several scores simultaneously through using multiple regression and discriminant function methods but these may produce clinically non-meaningful results. One may deal with only two or three, preferably reliable, variables at once, utilizing chi-square to test the significance of differences. Or one may use matching procedures, creating an experimental design to test several aspects of a description rather than using the description as a unit.—L. B. Heathers.

60. Feller, William. (*Cornell U., Ithaca, N. Y.*) **An introduction to probability theory and its applications. Vol. I.** New York: Wiley, 1950. xii, 419 p. \$6.00.—"It is the purpose of this book to treat probability theory as a self contained mathematical subject rigorously, avoiding non-mathematical concepts. At the same time, the book tries to describe the empirical background and to develop a feeling for the great variety of practical applications." The first volume is restricted to discrete sample spaces and discrete random variables. The contents include discussions of the nature of probability theory, sample spaces, combinatorial analysis,

combination of events, binomial and Poisson distributions, Bernoulli trials, random variables, laws of large numbers, generating functions, recurrent events, random walk and run problems, Markov chains, and simple time-dependent stochastic processes. Some 340 problems are introduced illustrating the mathematical development of the text and most problems have complete solutions.—*C. M. Louttit.*

61. Fix, Evelyn. Tables of noncentral χ^2 . *Univ. Calif. Publ. Statist.*, 1949, 1(2), 15-19.—Two tables of noncentral χ^2 are presented. "The quantity tabled is the parameter λ considered as a measure of the falsehood of a hypothesis subject to a test which reduces itself to a reference to the distribution of central χ^2 ." The tables indicate the values of this discrepancy (λ) which would be expected at specified probability levels (β) for increasing degrees of freedom (f) for given reference values of central χ^2 . $\beta(\lambda)$ is the probability that noncentral χ^2 exceeds central χ^2 for the same number of degrees of freedom. —*W. W. Grings.*

62. Flanagan, John C. (U. Pittsburgh, Pa.) Discussion. *J. clin. Psychol.*, 1950, 6, 74-76.—This is a discussion of some of the papers presented in the symposium on statistics for the clinician published in the January 1950 issue of the *Journal of Clinical Psychology*.—*L. B. Heathers.*

63. Gardner, E. F. (Syracuse U., N. Y.) Comments on selected scaling techniques with a description of a new type of scale. *J. clin. Psychol.*, 1950, 6, 38-43.—The final scores of most psychometric instruments yield merely an ordinal scale which does not allow accurate measurement of change or of differences between individuals. Attempts to get interval scores usually involve the assumption of a normal distribution of the variable being measured and the selection of one population for normalization. The author suggests a technique for obtaining an interval scale, not dependent on an assumed normal distribution or the selection of one given population; the units of this scale are called K-units.—*L. B. Heathers.*

64. Guetzkow, Harold. (U. Michigan, Ann Arbor.) Unitizing and categorizing problems in coding qualitative data. *J. clin. Psychol.*, 1950, 6, 47-58.—"The transformation of qualitative data obtained in interviews, autobiographies, free-answer questions, projective materials, and typescripts of group meetings into a form which renders them susceptible to quantitative treatment constitutes 'coding.' Coding procedures involve two operations, that of separating the qualitative material into codable units, and of establishing systems of categories which can be applied to the unitized material. Generalizations about the construction of category systems and the use of unitizing operations were made. It was possible to derive reliability estimates of both operations. These estimates also aid the investigator in deciding how large an amount of data needs to be check-coded to insure the desired level of accuracy."—*L. B. Heathers.*

65. Hedges, J. L., Jr., & Lehmann, E. L. (U. California, Berkeley.) Some problems in minimax point estimation. *Ann. math. Statist.*, 1950, 21, 182-197.—The problem of point estimation is considered in terms of risk functions without the customary restriction to unbiased estimates. Whenever the loss is a convex function of the estimate, it suffices from the risk viewpoint to consider only randomized estimates. The minimax estimates are found explicitly, using the squared error loss, for a number of specific problems. Several minimax prediction problems are solved. Formulae and mathematical proofs are included.—*G. C. Carter.*

66. Hughes, Harry M. Estimation of the variance of the bivariate normal distribution. *Univ. Calif. Publ. Statist.*, 1949, 1(4), 37-52.—The distribution considered is that of

$$Y = \sqrt{(X_1 - M_1)^2 + (X_2 - M_2)^2}$$

where X_1 and X_2 are two random variables normally distributed with known means M_1 and M_2 and with common unknown variance. The present paper considers the problem of estimating σ when the observations of Y are grouped. It obtains a solution by the method of minimum reduced chi-square with linear restrictions and derives the asymptotic variance of the estimate. Problems of optimum grouping are discussed with the aid of numerical tables and charts. —*W. W. Grings.*

67. Kogan, L. S., & Hunt, J. McV. (Inst. of Welfare Research, Community Service Society, New York.) Problems of multi-judge reliability. *J. clin. Psychol.*, 1950, 6, 16-19.—When judges' ratings are used in clinical research, the problem of assessing the reliability of the ratings arises. Three approaches—the use of correlations as raw scores, the use of S.D.'s of the ratings for each case as raw scores, and analysis of variance—to the problem of measuring differences in the reliability of groups of judges are discussed. Feeling that no one present statistical method is really appropriate to this problem, it is suggested that several techniques be applied to see if different techniques will support the same conclusion.—*L. B. Heathers.*

68. Mann, H. B. (Ohio State U., Columbus.) Analysis and design of experiments: analysis of variance and analysis of variance designs. New York: Dover, 1949. x, 195 p. \$2.95.—A "rigorous mathematical treatment" of the proofs underlying analysis of variance and experimental design is presented at the level of the college senior major in mathematics. Topics discussed include χ^2 , analysis of variance, and multivariate distributions, one and r -way classifications, tests of hypotheses, power of analysis, latin square and other block designs, non-orthogonal data, factorial experiments, and the analysis of covariance.—*C. M. Louttit.*

69. Pease, Katharine. Machine computation of elementary statistics. New York: Chartwell House, 1949. xii, 208 p. \$2.75.—This is a textbook and manual on the use of calculating machines, especially the Friden, Marchant, and Monroe, in elementary statistical computations. Following some directions

to the student, standard calculating machines are described. The procedures for basic operations including addition, subtraction, multiplication, division, and square root are described. In part 2 chapters are devoted to calculations of means, standard deviations, and product-moment correlation coefficients.—C. M. Louttit.

70. Perloff, Robert. (*Ohio State U., Columbus.*) **A note on Brower's "The problem of quantification in psychological science."** *Psychol. Rev.*, 1950, 57, 188-192.—A refutation of Brower's criticisms of the users of statistics, the "atomistic fallacy," and the use of "complicated" statistics. (See 24: 3494.)—R. B. Ammons.

71. Stephenson, William. (*U. Chicago, Ill.*) **A statistical approach to typology; the study of trait-universes.** *J. clin. Psychol.*, 1950, 6, 26-38.—When types are defined as statistical universes of particulars, i.e., as universes of a large number of specific behavioral characteristics rather than as unitary scales, highly generalized traits, or basic motives, the Q-technique is applicable. This technique makes possible the study of both the "type" and the "specific" characteristics of individuals, of both rather "basic" personality structure and of personality adjustments more closely tied to particular field conditions. The author illustrates the potential fruitfulness of this approach by describing his application of the technique to Jung's concepts. 18 references.—L. B. Heathers.

72. Tukey, John W. (*Princeton U., N. J.*) **Discussion.** *J. clin. Psychol.*, 1950, 6, 61-74.—This is a constructively critical analysis of the series of articles in the January 1950 *Journal of Clinical Psychology*, on statistics for the clinician. The author feels that it is essential that the psychologist continue to formulate his hypotheses and experimental designs first and that he then turn to the statistician for the help he may need in developing statistical tools.—L. B. Heathers.

73. Wolfowitz, J. (*Columbia U., New York.*) **Minimax estimates of the mean of a normal distribution with known variance.** *Ann. math. Statist.*, 1950, 21, 218-230.—The classical estimation procedures for the mean of a normal distribution with known variance are minimax solutions of properly formulated problems. Both sequential and non-sequential problems may be treated in this manner. Internal and point estimation are discussed. Mathematical derivations are included.—G. C. Carter.

74. Zubin, Joseph. (*Psychiatric Institute, Columbia U., New York.*) **Symposium on statistics for the clinician. Introduction.** *J. clin. Psychol.*, 1950, 6, 1-6.—This is an introduction to a series of articles on statistics most appropriate in clinical research. "The purpose of the symposium is to collect the adaptations of group statistics and provide the clinician with examples of their application to his problems." The assumptions made when the universe treated is an individual are discussed. Though there is need for new statistical techniques, such methods as analysis of variance and covariance,

discriminant and partial discriminant functions, inverted factor analyses, and sequential analysis are applicable to the study of clinical problems.—L. B. Heathers.

(See also abstract 368)

REFERENCE WORKS

75. Leibiger, O. W., & Leibiger, I. S. **German-English and English-German dictionary for scientists.** Ann Arbor, Mich.: J. W. Edwards, 1950. 381, 360 p. \$8.00.—Approximately 90,000 entries covering the sciences including biology, medicine, physiology, and others. It is designed to embrace all scientific words of special interest not to be found in existing dictionaries.—A. J. Sprow.

76. Social Science Research Council. **Committee on Organization for Research. A directory of social science research organizations in universities and colleges.** New York: Author, 1950. 40 p.—Name, address, principal executive officer, date organized and notation of principal research activities are given for each of "281 organizations conducting or financing research in the social sciences [including psychology] in 104 universities and colleges."—C. M. Louttit.

ORGANIZATIONS

77. American Psychological Association Policy and Planning Board (Peatman, John Gray (Chm.)). **Annual report: 1950.** *Amer. Psychologist*, 1950, 5, 177-196.—This report stems from the fifth annual winter meeting of the Policy and Planning Board held in February, 1950. The board's deliberations were devoted to the 5 year review of the structure and function of the Association as a whole. The report and recommendations are given in the article. Specific proposals for By-Law changes are appended to the report.—R. Mathias.

78. Lévy-Bruhl, Henri. (*Faculté de Droit, U. Paris, France.*) **Le Centre d'Études Sociologiques.** (The Centre of Sociological Research.) *Synthèse*, 1946, 5, 130-132.—A brief description of activity of the Centre in the fields of research, teaching and documentation.—M. Chojnowski.

HISTORY & BIOGRAPHY

79. ———. Dorothy C. Adkins. *Amer. Psychologist*, 1950, 5, 205.—Portrait.

80. ———. Edgar A. Doll. *Train. Sch. Bull.*, 1950, 47, 72-75.—Portrait and vita.

81. ———. Dr. Karen Horney. *Dig. Neurol. Psychiat.*, 1950, 18, 279.—Portrait.

82. ———. Adolf Meyer, M.D., 1866-1950. *Psychiatry*, 1950, 13, 265.—Obituary.

83. ———. Otto Neurath. *Synthèse*, 1946, 5, 24-25.—A short appreciation of late philosopher. Portrait facing p. 25.

84. ———. Theodore M. Newcomb. *Amer. Psychologist*, 1950, 5, 164.—Portrait.

85. —. Dr. Thomas W. Salmon, 1876-1927. *Dig. Neurol. Psychiat.*, 1950, 18, 281.—Portrait.

86. —. Richard F. Sterba. *Rev. Psicoanal.*, B. Aires, 1949, 7(1), frontispiece.—Portrait.

87. —. Dr. Gregory Zilboorg. *Dig. Neurol. Psychiat.*, 1950, 18, 277.—Portrait.

88. [Anon.] Bibliography [of writings of Edgar A. Doll]. *Train. Sch. Bull.*, 1950, 47, 75-92.

89. Frolov, Y. P. The formula of important scientific discoveries. *Synthèse*, 1947, 5, 506-510.—A short note on life and a somewhat longer appreciation of work and contributions of Pavlov to science. A few weeks before his death, Pavlov addressed a letter to Soviet youth, in which a sort of formula of discoveries is given. He stresses the great significance of collectivism in scientific work, the necessity of consecutiveness in the accumulation of knowledge, the unvarying modesty, and the "passionate desire to dedicate oneself to the service of science" for the happiness of a country.—M. Chojnowski.

90. Grashchenkov, N. I. K semidesiatiletiu zasluzhennogo deiatelia nauki Mikhaila Semenovicha Margulisa. (On the seventieth anniversary of the estimable worker of science Mikhail Semenovich Margulis.) *Nevropat. i. Psikiat.*, 1950, 19(2), 1-3.—A biographical sketch of M. S. Margulis, noted for his work in the field of neuro-infection. Portrait.—I. D. London.

91. Hoffer, W. Friedlaender, Kate. *Int. J. Psycho-Anal.*, 1949, 30, 59-60.—Obituary and bibliography.

92. Jefferson, Geoffrey. René Descartes on the localisation of the soul. *Irish J. med. Sci.*, 1949, No. 285, (Ser. 6), 691-706.—A biography of Descartes (1596-1650) is given with special emphasis upon his theory of the pineal gland as seat of the soul and upon the criticisms of this theory.—F. C. Sumner.

93. Ladygina-Kots, N. N. N. Iu. Voitonis. In Voitonis, N. Iu. *Predistoriia intellekta*, (see 25: 204), 5-7.—A biographical sketch of the comparative psychologist, N. Iu. Voitonis, who died in 1946. Portrait.—I. D. London.

94. Mannoury, G. In memoriam Jac. van Ginneken, S. J. *Synthèse*, 1946, 5, 35-37.—An appreciation of the late linguist, particularly as a signficist. In Dutch with English summary.—M. Chojnowski.

95. ten Have, T. T. Essentials of Heymans' philosophy. *Synthèse*, 1947, 5, 526-541.—A survey of the life, work and influence of Dutch philosopher and psychologist, deceased on February 18, 1930.—M. Chojnowski.

(See also abstracts 382, 543)

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

96. Berdie, Ralph F., & Hagenah, Theda. (U. Minnesota, Minneapolis.) A training program in counseling. *Amer. Psychologist*, 1950, 5, 140-142.—

The course is planned for students interested in personnel work for higher education. Students are usually in their third or fourth year of graduate study. The course consists of (1) Discussion of general organization of institution, (2) Work in Occupational Information Library, (3) Observation, (4) "Role-playing," (5) Supervised work. Suggestions from graduates indicate the usefulness of the course.—R. Mathias.

97. Brengelmann, J. Das Studium der Psychologie. (The study of psychology.) *Grenzgeb. Med.*, 1949, 2, 17-18.—This is a report of the debates held among members of the German Psychological Society meeting at Göttingen, concerning the new regulations for the study of Psychology. The preliminary examination shall be taken after the 5th, and the Diploma-exam after the 8th semester. An association of psychologists, analogous to the medical association, should supervise selection of its members, and thereby raise the status of the profession. In the dispute concerning the case of medical doctors who wish only to qualify in psychology (Psychiatry—in America), no decision has been reached as to whether they must also pass the psychological diploma-exam.—P. L. Krieger.

98. Castore, George F., & Berrien, F. K. (Colgate U., Hamilton, N. Y.) A student evaluation of a case method course. *Amer. Psychologist*, 1950, 5, 149-151.—A case method course has been taught for 10 semesters to a total of 36 sections each containing nearly 30 students. A dip in morale was observed to occur in the early second half of the term. The instructor mentioned to the students that the class discussion appeared on a "downhill" trend. Two sessions of a discussion of the students treating their own group problem as a case were recorded. The larger part of the discussion dealt with the nature of interrelationships within the group. Summary of class criticism shows (1) recognition of a problem of class morale, (2) need to deal with cases more closely related to immediate adjustment of students, (3) the strong and weak points of a case method course.—R. Mathias.

99. Kubie, Lawrence S. (Yale U., New Haven, Conn.) A pilot study of psychoanalytic practice in the United States. *Psychiatry*, 1950, 13, 227-245.—A statistical analysis of psychoanalytic practice was made of questionnaires to practitioners and student members of the American Psychoanalytic Association. "The questionnaires were designed to elicit such facts as the fees charged per session, gross analytic incomes, the number of sessions a week per patient, the analyst's age at start of analytic practice, the sex and age distribution of patients in various analytic centers, and so on."—N. H. Pronko.

100. Lorge, Irving; Thorndike, Robert L., & Walker, Helen. (Teachers College, Columbia U., New York.) The program for training specialists in psychological measurement at Teachers College, Columbia University. *Amer. Psychologist*, 1950, 5, 143-145.—The academic program is in three groups. (1) Courses in statistics, (2) courses in measurement,

(3) courses in research method. Recruits are trained in these specific areas—in addition to a broad general background in educational psychology—to fill the ranks of teachers of measurement, makers of tests, directors of school research bureaus, administrators and technicians in various agencies, and measurement specialists in industry.—*R. Mathias.*

101. **Marx, Melvin H.** (*U. Missouri, Columbia.*) The case for the experimental project method of laboratory training. *Amer. Psychologist*, 1950, 5, 152-156.—The experimental project method offers one realistic way to train students in scientific method instead of scientific techniques. The curricula of 67 representative colleges were examined. It is found that formal exercise courses constitute 58.5% of the total experimental courses offered. Only 16.4% of the colleges sampled offered a project type of experimental course. A comparison of the two methods, i.e., formal exercise vs. project method, is made.—*R. Mathias.*

102. [Ontario Psychological Association.] The role of the psychologist in mental health services. *Canad. J. Psychol.*, 1950, 4, 29-32.—This committee report considers a definition of clinical psychologist and assistant psychologist, suggested training program, estimation of numbers required and functions in diagnosis and therapy.—*J. W. Bowles, Jr.*

103. **Tiffin, Joseph, & Lawshe, C. H.** (*Purdue U., Lafayette, Ind.*) Graduate training in industrial psychology at Purdue University. *Amer. Psychologist*, 1950, 5, 146-148.—About 50 students are doing graduate work in industrial psychology at Purdue U. The University offers both M.S. and Ph.D. degrees. Course offerings are distributed between (1) the industrial relations area, and (2) human factors in engineering design area. Degree curricula, facilities available, appointments and procedure for admission are briefly explained. A list of thirteen graduate courses is included.—*R. Mathias.*

104. **Tuckman, Jacob.** (*Jewish Vocational Service, Montreal, Can.*) Jobs and earnings of Canadian psychologists. *Canad. J. Psychol.*, 1950, 4, 1-10.—Types of employment, earnings and differences in earnings between Ph.D.'s, non-Ph.D.'s, men and women are reported from returns of a survey of members of the C.P.A. A comparison is made with a similar report for 1948 of A.P.A. members.—*J. W. Bowles, Jr.*

105. **University of Virginia, Staff of the Division of Psychology.** The Ph.D. program in experimental psychology at the University of Virginia. *Amer. Psychologist*, 1950, 5, 137-139.—Graduate enrollment is restricted to fifteen students. Emphasis is placed on experimental and physiological research. Degree requirements and plans for academic years are given. Formal courses, method of teaching and extra-course training are discussed briefly.—*R. Mathias.*

106. **Van Lennep, J. E., & Grewel, F.** De Opleiding tot klinisch psycholoog. (Training for clinical psychologist.) *Ned. Tijdschr. Psychol.*,

1950, 5, 100-108.—After the University study a special theoretical as well as practical training in psychiatry, psychopathology, medical psychology, anatomy, neuro-physiology, etc. is necessary. Only in the collaboration with the psychiatrists during a long stay in the psychological laboratory of the psychiatric clinic a sufficient understanding for clinical psychological problems in psychiatry can be obtained.—(Courtesy of *Ned. Tijdschr. Psychol.*)

107. **Wolfle, Helen M.** (*American Psychological Assoc., Washington, D. C.*) Personnel placement activities of the APA. *Amer. Psychologist*, 1950, 5, 197-204.—Placement activities of the APA in 1949 are reviewed. The trend of the placement system is toward offering higher level positions to qualified psychologists from all parts of the country. The job market for psychologists is reviewed and a table is given showing job requests handled in different ways 1943-49. Types of psychologists in demand are listed. Difficulties in filling vacancies at higher levels are discussed. Educational requirements are shown in a table of degree requirements of vacancies listed with the APA.—*R. Mathias.*

PHYSIOLOGICAL PSYCHOLOGY

108. **Allen, Merrill J.** (*Ohio State U., Columbus.*) The response of the intraocular muscles of the dog and cat to electrical stimulation. *Amer. J. Optom.*, 1950, 27, 287-293.—The latent period of the ciliary muscle in enucleated cat and dog eyes was measured with suitable apparatus as described. Cat iris latent period was less than for ciliary muscle; times, corrected for temperature, were 100 and 160 msec. respectively. The dog eye showed a ciliary latent period of 250 msec. The findings are characteristic of multi-unit smooth muscle.—*M. R. Stoll.*

109. **Andre-Thomas, & Ajuriaguerra, J. de.** Étude semiologique du tonus musculaire. (Semiological study of muscle tonus.) Paris: Editions Médicales Flammarion, 1949. 844 p.—I. Methods of examination and properties of tonus. The 3 fundamental tests: consistency, extensibility, passivity of muscles; electric excitation. The tonus of activity and its 3 modes: tonus of attitude or static tonus, tonus of orientation, tonus of expression. II. Semiology of tonus. Pathology of muscles. Pathology of nerves and roots. Pathology of the spinal cord. Pathology of the brain. Nearly 200 photos of diseases of tonus; 192-item bibliography.—*C. Nony.*

110. **Asdell, S. A.** (*Cornell U., Ithaca, N. Y.*) Reproduction. *Annu. Rev. Physiol.*, 1950, 12, 537-556.—190 articles appearing between June, 1948, and June, 1949, are summarized in terms of, 1. The Male—artificial insemination, sperm metabolism, and testis activity. 2. The Female—ovulation factors, neurohumoral factors, vascular patterns, menstruation, and pregnancy. 3. General Aspects—fertilization, humoral control of sex differentiation, steroid hormones, progesterone, estrogens, relaxin, androgens, gonadotrophins, lactation and nutrition.—*J. W. Bowles, Jr.*

111. Catcheside, D. G. (U. Cambridge, Eng.) *Physiological genetics*. *Annu. Rev. Physiol.*, 1950, 12, 47-70.—Recent work in the field of physiological genetics is reviewed and summarized, including, among others, such topics as: mutagenic agents, mechanism of gene action, genes and biosynthesis, studies of bacteria and viruses, and various characters in paramecium. 130-item bibliography.—*J. W. Bowles, Jr.*

112. Grant, Ronald. (Stanford U., Calif.) *Emotional hypothermia in rabbits*. *Amer. J. Physiol.*, 1950, 160, 285-290.—"Light restraint of rabbits in normal posture . . . may induce profound hypothermia. . . . The effect is usually reversed but only after several hours. It is largely inhibited by exposure to cold, and completely inhibited by injection of pyrogens, but the response to pyrogens may be abnormal. . . . The phenomenon is attributed to emotional factors.—*R. B. Bromiley*.

113. Hardy, James D. (Russell Sage Institute of Pathology, New York.) *Physiological responses to heat and cold*. *Annu. Rev. Physiol.*, 1950, 12, 119-144.—119 articles from 1947 to 1949 are reviewed revealing a major interest in human responses to internal and external stress. Hence the focus of the article is upon thermal stresses. Categories included are: New methods; Responses to cold; Responses to heat; Measurements of blood and tissue temperature; Vascular responses to thermal stimuli; Studies in thermal sensation; Temperature regulation.—*J. W. Bowles, Jr.*

114. Humphreys, R. J., & Raab, W. (U. Vermont, Burlington.) *Response of circulating eosinophils to nor-epinephrine, epinephrine and emotional stress in humans*. *Proc. Soc. exp. Biol., N. Y.*, 1950, 74, 302-303.—By chemical analysis of blood samples taken from 12 patients "not acutely ill from various disorders" and from 24 controls (medical students) just prior to and long after mid-year examinations it is reported that the effectiveness of subcutaneous injections of nor-epinephrine in reducing the number of circulating eosinophils is $\frac{1}{4}$ th that of epinephrine. The reduction in count and the accompanying cardiovascular reactions under conditions of emotional stress are "essentially caused by a discharge of epinephrine from the adrenal medulla."—*L. A. Pennington*.

115. Ingle, Dwight J., Nezamis, James E., & Norley, Erving H. (Upjohn Co., Kalamazoo, Mich.) *Effect of work upon tolerance of the normal rat for intravenously administered glucose*. *Amer. J. Physiol.*, 1950, 160, 506-508.—After 24 hours starvation, anesthetized rats were given 72 hours of continuous intrajugular injection of solutions containing glucose and heparin. The highest glucose load tolerated by inactive rats was 100 mg. of glucose per 100 gm. of rat per hour. This value exceeded 300/100/hr. for rats in which both hind legs were caused to contract at a rate of 5 per sec. throughout the experiment.—*R. B. Bromiley*.

116. Jarcho, L. W., Eyzaguirre, C., & Lilienthal, J. L., Jr. (Johns Hopkins U., Baltimore, Md.) *Sex*

difference in the response of rats to sodium pentobarbital. *Proc. Soc. exp. Biol., N. Y.*, 1950, 74, 332-333.—It is reported that adult male rats require statistically significant larger dosages of nembutal than do female animals for the maintenance of deep surgical anesthesia. "No attempt has been made to explain this difference."—*L. A. Pennington*.

117. Komarov, S. A., Shay, Harry, & Siplet, Herman. (Temple U., Philadelphia, Pa.) *Secretion of gastric mucin in response to sham-feeding and histamine stimulation*. *Amer. J. Physiol.*, 1949, 158, 194-200.—Sham feeding and conditioned stimuli related to it cause in dogs an increase in the output of "dissolved mucin," acid and pepsin. Concentrations and outputs of the 3 are independent.—*R. B. Bromiley*.

118. Mack, P. B. (Pennsylvania State Coll.) *A two year study of the results of an improved dietary fed to a group of institutional boys initially superior in nutritional status*. *Monogr. Soc. Res. Child Develpm.*, 1948, 13(1), 62-93.—234 boys in an orphanage having an above average dietary status were studied. The diet of these children was supplemented both with general nutrients and especially with carbohydrates in the form of candy. In spite of the high initial nutritional status the supplementary diet (approximately 2.5 times greater in energy intake) produced definite improvement in various measures of nutritional status.—*J. E. Horrocks*.

119. Mack, P. B., & Urbach, C. (Pennsylvania State Coll.) *A comparison of medical, dental, and laboratory observation on three groups of institutional children on dietaries which differed in caloric intake and in level of intake of certain nutrients*. *Monogr. Soc. Res. Child Develpm.*, 1948, 13(1), 1-61.—Three groups of orphanage children consisting of 446 boys and 139 girls aged 5 to 15 years were studied in terms of "their food intake and their response to certain medical, dental, and laboratory tests." The study reported the comparative status of the children in the three institutions on a number of variables including consumption of major food groups; conformity of food intake to recommended standards; gross observations on body status; dental observations; and various chemical and microscopic analyses.—*J. E. Horrocks*.

120. Merlis, J. K., Henriksen, G. F., Grossman, C. *Sleep, metrazol, and auditory stimulation techniques in electroencephalography*. *J. nerv. ment. Dis.*, 1950, 112, 76-78.—Abstract and discussion.

121. Morgan, Clifford T., & Stellar, Eliot. (Johns Hopkins U., Baltimore, Md.) *Physiological psychology*. (2d ed.) New York: McGraw-Hill, 1950. ix, 609 p. \$5.00.—A rewriting of this text (see 18: 29) to incorporate new developments and researches. To make room for the new material, theory, discussion, and summarization have been cut down and psychophysical material has been omitted. Changes have been made in organization of the text: order of chapters on physiological background has been

changed; 2 chapters on development have been dropped with much of the material incorporated in other chapters; additional chapters have been devoted to color vision, motor functions, and learning; and 2 new chapters have been added: "Behavior disorders," and "Electrical activity and behavior." 30-page bibliography (combined with author index). —A. J. Sprow.

122. Roberts, Sidney, & Samuels, Leo T. (U. Minnesota, Minneapolis.) Influence of previous diet on metabolism during fasting. *Amer. J. Physiol.*, 1949, 158, 57-62.—Rats force-fed a high fat diet for 6 weeks survived longer during fasting than those previously maintained on a high carbohydrate regime. This appears to be due to the ability of the former to burn mainly fat for energy during the fasting period, thus sparing stores of carbohydrate and protein. "The apparent rapid depletion of carbohydrate stores in the carbohydrate-fed animal after the deprivation of food, as indicated by the rapid early decline in blood sugar, was followed by increased utilization of protein for energy."—R. B. Bromiley.

123. Thompson, Raymond K. (U. Maryland, Baltimore, Md.), & Rhode, C. Martin. Effects of anterior cerebral circulation occlusion with varying levels of blood pressure in the macaque. *J. nerv. ment. Dis.*, 1950, 112, 58-65.—When both anterior cerebral arteries were occluded in a series of monkeys and progressively more severe hypotension was obtained in each animal, an anticipated correlation was not obtained between the state of consciousness and blood pressure level. Nor was pathologic unconsciousness seen in any of the animals that survived more than 10 hours after operation. These results are in disagreement with those described by Dandy and Poppen for the human.—N. H. Pronko.

124. Zamecnik, Paul C., & Aub, Joseph C. (Collis P. Huntington Memorial Hosp., Boston, Mass.) Growth. *Annu. Rev. Physiol.*, 1950, 12, 71-100.—192 articles are reviewed under the topics of: newer methods of studying protein metabolism, the mechanisms of peptide and protein synthesis and degradation, amino acid interconversions, amino acid transport across the cell membrane, amino acid requirements and the animal protein factor, amino acid antagonists and peptide-like growth inhibitors, tissue culture studies, hormonal relationships and neoplasia as related to protein metabolism.—J. W. Bowles, Jr.

(See also abstracts 205, 403)

NERVOUS SYSTEM

125. Bishop, George. (Washington U., St. Louis, Mo.) A critique of Gibbs' law with an experimental commentary. *EEG. clin. Neurophysiol.*, 1950, 2, 91-92.—Gibbs' rule that a negative potential in the brain indicates proximity to the disturbance while positivity indicates the critical electrode is at a distance is not verified by experiment. Either maximum positivity or negativity indicates proximity to the active locus. In general, the higher the

potential record the nearer is the lead to the source of activity.—C. E. Henry.

126. Blair, Henry A. (U. Rochester Sch. Med., N. Y.) Conduction and synaptic transmission in the nervous system. *Annu. Rev. Physiol.*, 1950, 12, 399-420.—In the reviewing of 83 articles the present situation with respect to the electrical aspects of excitation, transmission, and inhibition is outlined. Chemical transmitters or systems in which they are of primary importance are omitted. Topic headings are: Excitation and conduction in fibers; Synaptic transmission.—J. W. Bowles, Jr.

127. Cheng, Chi-Peng; Sayers, George; Goodman, Louis S., & Swinyard, Chester A. (U. Utah Coll. Med., Salt Lake City.) Discharge of adrenocorticotrophic hormone in the absence of neural connections between the pituitary and hypothalamus. *Amer. J. Physiol.*, 1949, 158, 45-50.—"In rats with pituitary stalk section the adrenal cortical response to an acute stress [under sodium pentobarbital, intravenous injection of histamine acid phosphate, 1.0 mg/100 gm body weight] is similar to that of control animals."—R. B. Bromiley.

128. Clark, George, & Ward, James W. (Chicago Med. Sch., Ill.) Responses elicited by combined stimulation of pairs of fixed electrodes in the unanesthetized monkey. *Amer. J. Physiol.*, 1949, 158, 474-477.—When the responses obtained by stimulation of the cortex with each of a pair of fixed electrodes were compared with the responses elicited by simultaneous activation of both "there was never any indication of inhibition either of movement or of after discharge." At least some of the electrodes were placed so that activation of them would presumably stimulate the anterior suppressor band. Nevertheless in 11 of the 14 attempts the combined stimuli produced augmented responses. The implications of these data for the problems associated with the "suppressor bands" are discussed.—R. B. Bromiley.

129. Cohn, Robert. (U. S. Naval Hosp., Bethesda, Md.) A simple method for cerebral toposcopy. *EEG. clin. Neurophysiol.*, 1950, 2, 97-98.—This toposcope uses an array of six 2-watt split-disc neon lamps. Within limits, the lamp brightness is a direct function of impressed voltage. The toposcope is useful in resolving positive and negative components of the EEG. Measurements of light output via photocell have led to the observation that there are two electrical modalities in the alpha wave—an alternating current and a pulsating DC component.—C. E. Henry.

130. Dawson, R. M. C., & Richter, D. (Whitchurch Hosp., Cardiff, South Wales.) Effect of stimulation on the phosphate esters of the brain. *Amer. J. Physiol.*, 1950, 160, 203-211.—"Electrical stimulation of the rat brain [electrodes applied to the scalp current 50 cycles AC at 40 volts] produces a) a rapid fall in the phosphocreatine level and b) a corresponding transient rise in the hexose phosphate fraction."—R. B. Bromiley.

131. Forster, Francis M., & Madow, Leo. (*Jefferson Med. Coll., Philadelphia, Pa.*) **Experimental sensory-induced seizures.** *Amer. J. Physiol.*, 1950, 161, 430-434.—Following the application of strychnine to the acoustic or somatic sensory cortex of cats or monkeys and the injection of metrazol presentation of stimuli of the appropriate sensory modality produced seizure-like cortical electrical activity and clonic jerks. In the case of the sensory somatic cortex, tapping was more effective than pin pricks. "These observations are correlated with clinical studies in sensory-induced epilepsy."—R. B. Bromiley.

132. Forster, Francis M., & Madow, Leo. (*Jefferson Med. Coll., Philadelphia, Pa.*) **Metrazol activation of acetylcholine-treated cerebral cortex.** *Amer. J. Physiol.*, 1950, 161, 426-429.—"Cerebral cortex treated with acetylcholine topically is activated by parenteral injections of metrazol in doses below the threshold of untreated cortex. With careful control the seizure discharge can be limited to the area of acetylcholine application. These results of metrazol activation are similar to those seen in patients with focal epileptogenic lesions."—R. B. Bromiley.

133. Gesell, Robert, & Frey, Jeane Siskel. (*U. Michigan, Ann Arbor.*) **Temporal summation of stimuli studied with the aid of anticholinesterases.** *Amer. J. Physiol.*, 1950, 160, 375-384.—"Temporal summation of repetitive stimuli applied to the carotid nerve was studied by recording the reflex response of breathing. It was found that temporal summation was augmented by increase in frequency of stimulation and by administration of several anticholinesterases. . . . Evidence is presented which indicates that the process of summation of stimuli is importantly an expression of the law of mass action as applied to enzymatic destruction of synaptically liberated acetylcholine."—R. B. Bromiley.

134. Gesell, Robert; Hunter, John, & Lillie, Richard. (*U. Michigan, Ann Arbor.*) **Electrical and functional activity of motor neurons.** *Amer. J. Physiol.*, 1949, 159, 15-28.—Recording from the phrenic nerve in immediate proximity of the spinal cord revealed high electrotonic negativity during both the inspiratory and expiratory phases of respiration. The absence of superimposed spike potentials during the expiratory phase "suggested that the strength of neurocellular currents could not be the only important factor controlling repetitive discharge of neurons." Discussion of the implications of these data for theories of synaptic transmission.—R. B. Bromiley.

135. Knox, George W. (*Ohio State U., Columbus.*) **The control of occipital brain wave frequency, voltage, and wave form by means of flashing light stimuli.** *Amer. J. Optom.*, 1950, 27, 345-349.—Monkeys were fastened in a dark, electrically shielded cage in such a way that both eyes could be simultaneously illuminated through an aperture by flashes of light focused at 25 cm. from the eyes. Neutral and monochromatic filters were introduced in this plane. The light was interrupted at various frequencies but always in a 1/1 light-dark ratio. Preliminary experiments had shown that frequency, voltage and wave form sometimes appeared independent of flash frequency but at other times voltage increased, wave form changed and frequency shifted to exact frequency of the light flashes. This was termed "driving." At 2 to 13 flashes per second this occurred about 55% of the time in the 20 monkeys. 8 additional monkeys were studied with respect to variation in light intensity (4 to 120 F. C.) and wave length. Driving increased with increase to 80 F. C. Monochromatic lights were more effective than neutral; shorter wave lengths more effective than longer.—M. R. Stoll.

136. Kuhlenbeck, H., & Haymaker, W. (*Army Institute of Pathology, Washington, D. C.*) **The derivatives of the hypothalamus in the human brain.** *Milit. Surg.*, 1949, 105, 26-52.—A review of the comparative anatomy and embryology of the hypothalamus is followed by a detailed discussion of the anatomy of the hypothalamic nuclei and their physiological and psychological importance. The globus pallidus and subthalamic nucleus are included in the discussion since the embryological evidence supports the view that these regions are hypothalamic in origin rather than telencephalic as is conventionally taught. Extensive bibliography.—M. Alpern.

137. Livingston, Robert B. (*Yale U. Sch. Med., New Haven, Conn.*) **Visceral functions of the nervous system.** *Ann. Rev. Physiol.*, 1950, 12, 445-468.—213 articles covering the period from July, 1948 to June, 1949, concerning the visceral functions of the nervous system, are reviewed under the headings of: Cerebral cortex; The diencephalon; Brain stem and medulla; Spinal cord; Peripheral nervous structures; Visceral reflexes; and recent monographs.—J. W. Bowles, Jr.

138. Richter, Derek, & Crossland, James. (*Whitchurch Hosp., Cardiff, South Wales.*) **Variation in acetylcholine content of the brain with physiological state.** *Amer. J. Physiol.*, 1949, 159, 247-255.—"The acetylcholine content of the rat brain depends on the physiological state. It is increased in sodium pentobarbital anesthesia and in sleep; it is reduced in emotional excitement, in electrical stimulation and in convulsions. It would thus appear to vary inversely with the degree of activity of the brain. The changes are relatively large: the acetylcholine level in anesthesia is 300 per cent above that in convulsions. The fall in the brain acetylcholine in electrical stimulation is a transient and rapidly reversible effect."—R. B. Bromiley.

139. Tunturi, Archie R. (*U. Oregon Med. Sch., Portland.*) **Physiological determination of the boundary of the acoustic area in the cerebral cortex of the dog.** *Amer. J. Physiol.*, 1950, 160, 395-401.—This study verifies the existence of the three areas of the cortex of the dog in which the presence of potentials evoked by auditory stimuli has previously been reported (19: 891, 21: 1390). A modification of the original technique (the application to the

cortex of strychnine) increased the sensitivity of the evoked potential method so that at optimum frequencies spikes were evoked at intensity levels of 0 to -10db. "The middle ecto-sylvian gyrus was characterized by a specific arrangement of the responses with respect to frequencies, lowest thresholds, and consistency of responses."—R. B. Bromiley.

140. Ward, Arthur A., Jr. (U. Washington Sch. Med., Seattle.) Somatic functions of the nervous system. *Ann. Rev. Physiol.*, 1950, 12, 421-444.—211 articles in the one year period, July, 1948-July, 1949, on the somatic functions of the nervous system are summarized under the topics of: Cybernetics; Cerebral cortex; Diencephalon; Brain stem; Cerebellum; Spinal cord; and Peripheral nerve.—J. W. Bowles, Jr.

141. Woodbury, Dixon M.; Cheng, Chi-Peng; Sayers, George, & Goodman, Louis S. (U. Utah Coll. Med., Salt Lake City.) Antagonism of adrenocorticotropic hormone and adrenal cortical extract to desoxycorticosterone: electrolytes and electroshock threshold. *Amer. J. Physiol.*, 1950, 160, 217-227.—"The results confirm previous observations that the excitability of the central nervous system, as measured by the electroshock seizure threshold, is inversely proportional to the concentration of sodium in the extracellular fluid."—R. B. Bromiley.

(See also abstracts 47, 164, 218, 634)

RECEPTIVE AND PERCEPTUAL PROCESSES

142. Blake, Robert R., & Wilson, Glen P., Jr. (U. Texas, Austin.) Perceptual selectivity in Rorschach determinants as a function of depressive tendencies. *J. abnorm. soc. Psychol.*, 1950, 45, 459-472.—A controlled test of the proposition that "selectivity in perception can be functionally guided by the adjustmental 'set' of the individual" is offered. The Depression key of the MMPI served as a basis for making predictions regarding the first responses to each of the 10 Rorschach cards. About 90% of all first responses given by the sample tested were limited to 5 determinants, all of which involved form as a primary condition. "This study is concerned with dynamic perceptual theory and the results are without direct diagnostic application." 17 references.—H. P. David.

143. Kanz, E. (U. München, Germany.) Beeinflussung der Sinnesempfindungen durch das Wetter. (The influence of the weather on sensation.) *Grenzgeb. Med.*, 1949, 2, 194-197.—An electroaesthesiometer is described. A parallel trend in the curve-profile of different experimental subjects is clearly shown, as well as a clear correspondence between the various experimental methods used. The relationship to the weather is most clearly shown by means of the aesthesiometer curve. It represents a trend which conforms completely with the air temperature curve. The curve of relative air humidity shows a precise mirror-image trend. A rise in temperature is also followed by an increase in

touch sensation; the relation to the relative humidity is inverse.—P. L. Krieger.

144. Leriche, R. *La chirurgie de la douleur.* (The surgery of pain.) (3rd ed.) Paris: Nasson, 1949. 465 p.—This third edition is almost an entirely new book. Chapters treat in order the problem of pain before surgical examination; of the physiological conditions of pain—illness and the general rules of the surgery of pain; further receptivity of the receptors of pain; of the relations of the psychic, of the affective life and pain, and of pain in various organ systems.—C. Nony.

145. Marc-Wogau, Konrad. Bemerkungen zum Begriff "Sinnesdatum" in der Diskussion der letzten Jahre. (Comments on the concept "sense datum" in the discussion of recent years.) *Theoria*, 1950, 16, 63-74.—A critical discussion of the thesis that our immediate perception is that of a sense datum, while the material object is never immediately perceived.—K. F. Muensinger.

146. Patton, Harry D. (U. Washington Sch. Med., Seattle.) Physiology of smell and taste. *Ann. Rev. Physiol.*, 1950, 12, 469-484.—This review covers 96 articles primarily between the years 1945 and 1949, although some earlier papers are included. Taste is discussed in terms of thresholds, taste buds and peripheral nerves, and central neural pathways. Smell is discussed under similar headings: thresholds, end organs, and central pathways.—J. W. Bowles, Jr.

147. Scheidt, Walter. (U. Hamburg, Germany.) Der Schmerz. (Pain.) *Fortschr. Fortschr.*, 1948, 24, 287-289.—Bodily and mental pain are fundamentally the same, since an arrhythmic asymmetry of the symmetric synneuron may be activated not only by stimuli which originate protopathically, but also deuteropathically. It will probably become more and more apparent that arrhythmic disturbances of synneuron symmetry will be found to be the essence of the illness even in such cases where the experiential symptom of pain is lacking.—P. L. Krieger.

(See also abstract 54)

VISION

148. Bartley, S. Howard. (Michigan State Coll., East Lansing.) Some relations between optical resolution and response. *Amer. J. Optom.*, 1950, 27, 333-344.—Two experiments are reported, the first concerning effects of distance of observation and duration of exposure on accuracy of observation, the second comparing reaction time and accuracy. The latter factor was calculated from the percentage of times that the line test object was reported in its actual orientation. Two observers showed similar rates of increase in accuracy with decrease in distance of observation and with increase in duration of exposure. In the second experiment the exposure was terminated when observer pressed a key indicating in which position the line was seen. Mean reaction time increased with distance of observation, but variations were considerable and the basic

reaction times of the two observers were quite different.—*M. R. Stoll.*

149. Beach, S. Judd. Cures for myopia. *Arch. Ophthal., Chicago*, 1950, 43, 948-949.—Abstract and discussion.

150. Brock, Frederick W. Visual training. *Optom. Wkly.*, 1950, 41, 271-274; 687-691; 729-737.—Continuation of a series of papers on testing procedures in visual training includes visual acuity, binocular visual functions, perceptual field, and relation of macular and peripheral acuity; experimental data are included.—*D. Shaad.*

151. Cholst, Mortimer. The alarm reaction in relation to scotometry. *Arch. Ophthal., Chicago*, 1950, 43, 580-581.—Abstract and discussion.

152. Feldman, J. B. Myopia, vitamin A, and calcium. *Amer. J. Ophthal.*, 1950, 33, 777-785.—Laboratory studies are presented with refractive changes in a group of 52 myopic patients and 20 hyperopic controls followed for about two years; some of the myopes may have felt that their vision improved by taking vitamins or minerals; their improvement was not verified by laboratory studies.—*D. Shaad.*

153. Fleury, Pierre. Examens subjectifs rapides en optométrie. (Rapid subjective examination in optometry.) *Rev. Opt. (théor. instrum.)*, 1950, 29, 384-394.—A description is given of an optometer which permits simultaneous observation of nine images of the same figure (six dotted diametric lines crossing at the center of a circle) distributed in depth at $\frac{1}{2}$ diopter intervals. All images have the same shape, same apparent dimensions, and the same luminosity. Depending on which images the observer sees clearly when varying his accommodation, the positions of his far and near points may be determined immediately. Asymmetries observed in the clearness of certain images reveal an astigmatic eye, indicating the axes and the strength of the defect. There is a choice of test objects for studying the limits of clear vision independent of evaluations of visual acuity. A simple graphical device for representing results, as well as a number of applications of the instrument, is described.—*R. W. Burnham.*

154. Granit, Ragnar. (Karolinska Institutet, Stockholm, Sweden.) Physiology of vision. *Annu. Rev. Physiol.*, 1950, 12, 485-502.—106 articles are reviewed under the topic headings of: Photochemistry; Excitation and inhibition in the retina; Electroretinography; and Psychophysics. The last is concerned with such sub-topics as color vision and luminosity, threshold phenomena, and stereoscopic effects.—*J. W. Bowles, Jr.*

155. Hibben, Samuel G. Effects of new light sources on human vision. *Arch. Ophthal., Chicago*, 1950, 43, 1128-1134.—Abstract and discussion.

156. Jones, F. Nowell. (U. California, Los Angeles.) Color vision and factor analysis: some comments on Cohen's comments. *Psychol. Rev.*, 1950, 57, 138-139.—Cohen's comments (see 24: 474) are not really germane to the analysis. The three factors revealed by factor analysis of visual thresholds are best interpreted in terms of a three-process theory. It cannot be said that the results are impossible. Actually, they were encouraging enough to suggest application of the same method to olfactory theory.—*R. B. Ammons.*

157. Kruithof, A. M. Perception of contrasts when the contours of details are blurred. *Philips Tech. Rev.*, 1950, 11, 333-339.—A diffuse circular image (visual angle 3.5°) of variable brightness was focussed by a lens on a translucent illuminated screen, and the focus varied by the experimenter to produce gradients of blurring of the image contour. Each of two observers varied the image brightness by the method of limits for measurement of the liminal brightness difference between image and surround. At the photopic level, the ratio remained constant at 1.00 for blurred contours ranging from 0 to 8', there was a sharp drop to .70 from 8' to 12', and constant .70 ratios from 12' to 36'. At the scotopic level, the ratio was constant at 1.0 from 0 to 20', and dropped to a constant .82 at wider blurred contours. It was concluded that completely sharp contours are not required in X-rays, optical pyrometers and photometers for optimal contrast sensitivity.—*R. W. Burnham.*

158. McDonald, Phillip R. Evaluation of night vision. *Arch. Ophthal., Chicago*, 1950, 43, 961-962.—Abstract and discussion.

159. McGuire, William P. Effect of dicumarol on the visual fields in glaucoma: a preliminary report. *Arch. Ophthal., Chicago*, 1950, 43, 940-941.—Abstract and discussion.

160. Marg, Elwin, & Morgan, Meredith W., Jr. (U. California, Berkeley.) The pupillary fusion reflex. *Arch. Ophthal., Chicago*, 1950, 43, 871-878.—The pupillary fusion reflex described by Schubert and Burian was critically examined by a haploscopic method, using infra-red photography for pupillometry and a Badal optometer for measurement of accommodation. Statistical analysis failed to support that such a reflex exists.—*S. Ross.*

161. Martindale, J. A. Visual inhibitions. *Optom. Wkly.*, 1950, 41, 647-649; 692-694.—Accommodative-convergence dysfunction causes visual inhibitions to be called into use when attentive or near vision is in demand.—*D. Shaad.*

162. Miles, Paul W. Flicker fusion fields. I. The effect of age and pupil size. *Amer. J. Ophthal.*, 1950, 33, 769-773.—Average flicker fusion frequency for both central and peripheral retina is depressed only three flashes per second by small pupillary aperture; advanced age does not necessarily depress flicker fusion frequency.—*D. Shaad.*

163. Miles, Paul W. (Washington U., St. Louis, Mo.) Flicker fusion fields. III. Findings in early glaucoma. *Arch. Ophthal., Chicago*, 1950, 43, 661-677.—Twenty-four eyes with normal visual acuity and fields and with a diagnosis of early glaucoma demonstrated defective flicker fusion frequencies.—*S. Ross.*

164. Noell, Werner, & Chinn, Herman L. (Sch. Aviation Med., Randolph Field, Tex.) Failure of the visual pathway during anoxia. *Amer. J. Physiol.*, 1950, 161, 573-590.—The electrical responses to flashes of light and direct electrical stimulation were recorded from the retina, optic tract, geniculate and striate cortex of rabbits under local anesthesia. The order of decreased excitability of units of the pathway in the face of suddenly induced anoxia was: (1) cortex, geniculate; (2) retinal ganglion cells; (3) bipolar cells; and (4) photoreceptors. Marked variations in rate of decrease of excitability with changes in stimulus intensity are reported. The data from this detailed experimental analysis are discussed in terms of sensitivity, anoxia and synaptic organization.—R. B. Bromiley.

165. Scammon, Richard E., & Wilmer, Harry A. Growth of the components of the human eyeball. II. Comparison of the calculated volumes of the eyes of the newborn and of adults, and their components. *Arch. Ophthal.*, Chicago, 1950, 43, 620-637.—Comparisons are presented of measurements of the various components of the newborn and adult eyeball.—S. Ross.

166. Scheie, Harold G. Effect of procaine upon the sphincter mechanism of the pupil. *Amer. J. Ophthal.*, 1950, 33, 805-806.—Abstract and discussion.

167. Schoen, Z. J. B. (Chicago (Ill.) Coll. Optom.) Objective and subjective measures of night myopia; effects of dark adaptation and preliminary experiments. *Amer. J. Optom.*, 1950, 27, 88-94.—Retinoscopy was used as an objective measure of night myopia. Repeated examination of a single observer indicated an increase in myopia of from 0.37 D. to 1.62 D. with changes in brightness level of from 0.004 to 0.00001 Ft.-L. This was not apparently affected by a shift to nearer fixation. The two eyes of two other observers were tested with a haploscopic device. Tests were made at 20 and 0.004 Ft.-L. with and without the red filter. Eyes appeared approximately 0.37 D. more hypermetropic for the red, with night myopia of 0.066 D. to 0.277 D. indicated for the 4 eyes.—M. R. Stoll.

168. Slataper, F. J. (1110 Medical Arts Bldg., Houston, Tex.) Age norms of refraction and vision. *Arch. Ophthal.*, Chicago, 1950, 43, 466-481.—The results of an extensive study of age norms of refraction and vision are presented.—S. Ross.

169. Strong, —. Enlargement of blindspot. *Amer. J. Ophthal.*, 1950, 33, 807-808.—Abstract.

170. Thomas, Edwin B. (U. S. Marine Hosp., Boston, Mass.) Scotomas in conjunction with streptomycin therapy. Report of eleven cases. *Arch. Ophthal.*, Chicago, 1950, 43, 729-741.—The most frequently observed change in visual fields in the cases treated with streptomycin was a nerve fiber bundle type of scotoma.—S. Ross.

171. Wagner, Henry N., Jr. (Johns Hopkins Hosp., Baltimore, Md.) Objective testing of vision with use of the galvanic skin response. *Arch.*

Ophthal., Chicago, 1950, 43, 529-536.—Using a conditioned galvanic skin response with humans, and the drug, bulbocarpine, with animals (monkey, cat, rat), the writer describes a technique for the objective testing of vision.—S. Ross.

172. Weymouth, F. W. (Stanford U., Calif.), & Hirsch, Monroe J. Relative growth of the eye. *Amer. J. Optom.*, 1950, 27, 317-328.—Statistical analysis of measurements of vertical, transverse, and axial ocular diameters reported by different investigators shows close correlation between transverse and vertical measures, with axial measurements showing a different rate of increase during the middle size range. Although variation between individuals was considerable and measurements did not correlate closely with age, the data suggest that axial diameters increase more slowly than others during early childhood while in adult life the proportions appear to be more constant, as they do in foetal life. This agrees with findings of increasing hyperopia during the first months or years and increase in myopia during school years. It also suggests that eyes in which maximum growth occurs early tend to be hyperopic, while larger eyes are usually myopic.—M. R. Stoll.

173. Wilmer, Harry A., & Scammon, Richard E. (Palo Alto Clinic, Calif.) Growth of the components of the human eyeball. I. Diagrams, calculations, computation and reference tables. *Arch. Ophthal.*, Chicago, 1950, 43, 599-619.—A description is presented of the mean size and spatial relations of the optic apparatus.—S. Ross.

(See also abstracts 108, 135, 248, 335, 501, 533, 616, 617, 619, 627)

AUDITION

174. Lempert, Julius; Meltzer, Philip E., Wever, Ernest Glen, & Lawrence, Merle. The cochleogram and its clinical application: concluding observations. *Arch. Otolaryng.*, Chicago, 1950, 51, 307-311.—After considerable study, it is concluded that the recording of cochlear potentials by present methods is not a practical clinical procedure.—A. C. Hoffman.

175. MacDonald, Philip J. Bone conduction through the auditory ossicle chain. *Arch. Otolaryng.*, Chicago, 1950, 51, 641-654.—A bone-conduction test which introduces "sound" via the ossicular chain is described as a check of the audiogram produced when sound is introduced via the mastoid bone. Experimental evidence indicates that the latter results may be misleading, probably due to sound-absorbing effects of the mastoid air cells.—A. C. Hoffman.

176. Miller, George A., Rosenblith, Walter A., Galambos, Robert, & Hirsh, Ira J. (Harvard U., Cambridge, Mass.) A bibliography in audition. Cambridge, Mass.: Harvard University Press, 1950. v.p. 2 vols. (ONR Project NR 142-201, Report PNR-88.)—This bibliography has approximately 5500 entries on the broad field of audition including anatomy, physiology, psychology, deafness, and

auditory theory. 65% of the entries are 1938 to 1949. Complete entries are arranged alphabetically by author with a classified subject index.—C. M. Louitt.

177. Perlman, H. B. Observations through cochlear fenestra. *Laryngoscope, St Louis*, 1950, 60, 77-95.—Techniques are described for making direct measurements of some of the physical properties of the cochlea and for observing the cochlea during acoustic stimulation as a means of understanding the function of this receptor.—A. C. Hoffman.

178. Reger, Scott N. Standardization of pure tone audiometer testing technique. *Laryngoscope, St Louis*, 1950, 60, 161-185.—The topics discussed include: the effect of the "zone of detectability" on the accuracy of puretone audiometric measurement of threshold acuity; the suitability of the psycho-physical method of limits for determining thresholds; a review of the testing procedures usually employed in clinical audiology; the possibility that audiology is more an art than a science; a description of a technique, using a pulse-tone audiometer, which also indicates the probable accuracy of the patient's response; and an evaluation of the techniques used by Burr and Mortimer and by Bekesy regarded as possessing desirable self-administering and self-recording features.—A. C. Hoffman.

179. Vilstrup, Thure. Studies on the completed structure and mechanism of the cupula. *Ann. Otol., etc., St Louis*, 1950, 59, 46-71.—The structure and function of the cupula in the ampulla of cod are described.—A. C. Hoffman.

180. Wever, Ernest Glen. (Princeton U., N. J.), & Lawrence, Merle. The transmission properties of the middle ear. *Ann. Otol., etc., St Louis*, 1950, 59, 5-18.—By means of cochlear-potential techniques, changes of phase and magnitude introduced into the vibratory motion transmitted by the middle ear apparatus of 20 cat ears were studied. The results indicate remarkably uniform transmissive properties over a wide range of frequencies—up to 1000 cycles, the middle ear produces a small and fairly uniform advancement of phase, never exceeding 40°; just above 1000 cycles, transmission occurs without phase change; for higher tones, the conducted wave lags in phase behind the entering wave; above 2600 to 3750 cycles, an advancing phase again occurs; and above 3800 to 5000, a lag.—A. C. Hoffman.

181. Wever, Ernest Glen; Lawrence, Merle; Hemphill, Richard W., & Straut, Charles B. (Princeton U., N. J.) Effects of oxygen deprivation upon the cochlear potentials. *Amer. J. Physiol.*, 1949, 159, 199-208.—Measurements of the electrical potentials of the cochlea of cats reveal that as severe anoxemia develops (partial pressure of oxygen less than 4%) they undergo rapid loss, then level off. In extreme cases loss may be 40 db or more. Recovery is only partial. Repeated exposures have cumulative effects. The effects are independent of frequency.—R. B. Bromiley.

182. Wheeler, D. E. Noise-induced hearing loss. *Arch. Otolaryng., Chicago*, 1950, 51, 344-355.—In a discussion of noise-induced hearing loss, it is reported that more severe losses (determined 1-2 min. after exposure) occurred in 12 subjects exposed to thermal (white) noise than in 4 subjects exposed to synthetic airplane noise even though the latter noise was 10 decibels more intense (115) and exposure time was twice as long (1 hour). Differences in susceptibility to these temporary threshold shifts were noted, not only from subject to subject, but also between the 2 ears of the same subject. The characteristics of a possible predictive test are discussed for use prior to employment in a noisy environment.—A. C. Hoffman.

183. Wilson, T. G. Modern hearing tests. *Irish J. med. Sci.*, 1949, No. 285, (Ser. 6), 722-728.—A description and critical evaluation of tuning fork and audiometer methods of testing hearing preface a detailed account of the third great modern method of assessing hearing power, namely, that by means of speech tests.—F. C. Sumner.

(See also abstracts 139, 335)

RESPONSE PROCESSES

184. Adolph, E. F. (U. Rochester, N. Y.) Thirst and its inhibition in the stomach. *Amer. J. Physiol.*, 1950, 161, 374-386.—Measurements of water intake after periods of privation and under various conditions of stomach distention (sea water, fresh water or air by stomach tube) were made on rat, hamster, guinea pig, rabbit and dog. In rat, hamster and guinea pig and in adult (60 days) rabbits immediate drinking was inhibited proportionally to stomach distention. In young rabbits and dogs (animals which drink in a continuous draft) immediate drinking showed little effect of stomach distention except when it was excessive. There is a detailed discussion of these data and of criteria of water balance.—R. B. Bromiley.

185. [Anon.] Malnutrition and starvation in Western Holland, September 1944-July 1945. The Hague: General State Printing Office, 1948. Part I (Text), 187 p. Part II (Appendices), 299 p.—Psychological complaints characteristic of caloric-deficiency mentioned: persistent feeling of hunger, coupled with obsession with thoughts of food; weakness and undue fatigue on moderate exercise; feeling cold; decline of libido, bordering in severe cases on impotence; difficulty of concentration and impairment of memory; pains in the limbs and, in women, in the back; dull, burning sensations in hands and feet; listlessness, marked lack of initiative and energy. Depression and emotional instability were common. There were some complaints of failing vision and night-blindness and, on rare occasions, of auditory failure. Serious visual impairment was uncommon. Color vision (Ishihara tests) was not affected. Results of dark adaptation tests were inconclusive.—J. Brozek.

186. Berg, Hellmut. (U. Köln, Germany.) **Exogen oder endogener 24-Stunden-Rhythmus?** (Exogenous or endogenous 24-hourly rhythm?) *Grenzgeb. Med.*, 1949, 2, 386-388.—Both explanations are one-sided and unsatisfactory. It will be better to speak with Forsgren about a day-rhythm, or, better still, a 24-hourly basic rhythm. Of course, in that case, one is equally justified in speaking with Forsgren, of both endogenous and exogenous rhythmic disturbances respectively, if the disturbing factors are known.—P. L. Krieger.

187. Brody, Morris W. **The meaning of laughter.** *Psychoanal. Quart.*, 1950, 19, 192-201.—Laughter expresses complicated conscious and unconscious feelings, often masking fear, hate, sadness, despair or anxiety. Cases are cited to illustrate such instances.—N. H. Pronko.

188. Cheng, Peilieu; Ulberg, L. C., Christian, R. E., & Casida, L. E. (U. Wisconsin, Madison.) **Different intensities of sexual activity in relation to the effect of testosterone propionate in the male rabbit.** *Endocrinology*, 1950, 46, 447-452.—The effects of hormone injections (10 mgs. daily for 16 days) on "sexual libido" (measured by the number of ejaculates and their reaction times) in 12 rabbits are described. Although the libido is increased there is no significant change in total number of sperm. It is concluded that sperm production does not vary with different intensities of sexual activity when 3 test-intervals (1-2-4 days) are used.—L. A. Pennington.

189. Harris, Van Thomas. **An experimental study of habitat selection by the deer mouse, *Peromyscus maniculatus*.** *Microfilm Abstr.*, 1950, 10(2), 169-170.—Abstract of Ph.D. thesis, 1950, University of Michigan. Microfilm of complete manuscript, 170 p., \$2.13, University Microfilms, Ann Arbor, Mich. Publ. No. 1693.

190. Herget, Carl M. (Army Chemical Center, Md.) **Reaction time of the common housefly (*Musca domestica*).** *Science*, 1950, 112, 62.—Short note on analysis of a chance high-speed cinematographic record of reaction time of housefly after support jerked away and before wings began to beat (21 msec).—B. R. Fisher.

191. Hildreth, Gertrude. (Brooklyn Coll., New York.) **The development and training of hand dominance: IV. Developmental problems associated with handedness.** *J. genet. Psychol.*, 1950, 76, 39-100.—Experimental evidence and illustrative cases are presented in the discussion of speech disturbances and difficulties in learning to read and write as associated with handedness. A third section deals with techniques for appraising handedness and other aspects of lateral dominance. (See 24: 4455.)—R. B. Ammons.

192. Hildreth, Gertrude. (Brooklyn Coll., New York.) **The development and training of hand dominance: V. Training of handedness.** *J. genet. Psychol.*, 1950, 76, 101-144.—In the first half of this paper various aspects of the guidance of children in the development of handedness are discussed; the

latter part of the paper deals with specific problems in school training of left-handed pupils. 258-item bibliography.—R. B. Ammons.

193. Janowitz, Henry D., & Grossman, M. I. (U. Illinois, Coll. Med., Chicago.) **Effect of variations in nutritive density on intake of food of dogs and rats.** *Amer. J. Physiol.*, 1949, 158, 184-193.—"The intake of food in the dog and rat was measured under conditions in which the nutritive density of the diet was varied. Although compensatory adjustments in food intake were made in keeping with the caloric value of the available diet, marked individual differences were observed in the rate and precision with which caloric adjustments were made. The tendency to ingest a constant average daily volume of food, . . . was modified only slowly and incompletely by the tendency to balance caloric deficits. . . . A factor of palatability is probably also concerned."—R. B. Bromiley.

194. Janowitz, Henry D., & Grossman, M. I. (U. Illinois, Chicago.) **Some factors affecting the food intake of normal dogs and dogs with esophagostomy and gastric fistula.** *Amer. J. Physiol.*, 1949, 159, 143-148.—In 5 intact dogs *ad lib.* intake was found to be reduced proportionally to the amount of food ingested 20 min. earlier. In 3 gastrostomized dogs introduction of food or inert material into the stomach immediately preceding the meal had a similar effect. In 2 esophagostomized dogs, however, sham feeding greatly exceeded food deficit nor was it affected by introduction of food into the stomach before feeding. Only if the food was introduced during sham feeding was food intake partially inhibited (5 dogs).—R. B. Bromiley.

195. Koch, Walter. (U. Munich, Germany.) **Die Hormonbehandlung psychogener Sterilität bei Tieren.** (The hormone-treatment of psychogenic sterility in animals.) *Grenzgeb. Med.*, 1949, 2, 5-6.—Different psychic disturbances are found to cause degeneration of the gonads in domestic animals. Hormone treatment with Prolan has proved to be beneficial even if administered in very small doses.—P. L. Krieger.

196. Mauthner, J. M. **Die periodischen Schriftveränderungen der Frau.** (The periodic changes in the handwriting of women.) *Grenzgeb. Med.*, 1949, 2, 447-450.—The author observed the handwritings of women before, during and after the menses. During the follicular ripening phase there is an influence of factors which embellish handwriting. They reach a calligraphic peak exactly at the time of ovulation. This is at the same time a turning point to prominence of rhythm during the whole period of the corpus luteum formation. Outside of the frame of that play of forces is the time of the menstruation when handwriting becomes a true mirror of a disturbed balance of forces.—P. L. Krieger.

197. Meyjes, F. E. **Some neurological aspects of the hunger-winter in Holland.** *Folia Psychiat., Neurol. Neurochirurg. Neerlandica*, 1948, No. 3/4, 8 p. (Reprint)—The 7-month famine which affected in the winter of 1944-1945 nearly 5 million Dutch,

already underfed, represented a mass experiment on the effects of starvation. It did not give rise to major neuropathies, in contrast to the experiences made in civil and military prison camps in the Dutch Indies and elsewhere in the Far East. In Holland the neurologists saw only minor symptoms, such as paresthesias and tendency toward cramps. There was some diminution of tendon reflexes but the phenomenon was not general. On examination, the senses were normal but there were complaints of blurred vision, "mouches volantes," weakness of accommodation, and decreased auditory acuity. Diminution of libido and disorders of menstruation were widespread. Almost everybody was easily tired. Many people complained of polyuria and nocturia.—J. Brozek.

198. Seifert, Rudolf. (*U. Greifswald, Germany.*) *Zur Analyse des Instinktbegriffes.* (Concerning the analysis of the concept of instinct.) *Fortschr. Fortschr.*, 1948, 24, 264-267.—Instinctual activities are typologically fixed and in no way detachable from the Gestalt of which they are inherent parts; they are hereditarily constant activities of the organ, which transcend the body-space of the individual and frequently appear as independent actions. It may be possible to incorporate instinctual actions into the total life-stream, and to place instinct research upon a physiological basis. By such means, the essential difference between instinct and the achievements of intellect would be demonstrated, and a reciprocal limitation of both action-fields would become possible.—P. L. Krieger.

199. Spaeth, Edmund B. A congenital levator and external rectus muscle internuclear associated reflex. *Amer. J. Ophthal.*, 1950, 33, 751-757.—Several cases are presented illustrating an abducens-levator muscle associated reflex assumed to be due to a congenital developmental nuclear defect.—D. Shaad.

200. Thoms, Herbert. (*Yale U., New Haven, Conn.*) Training for childbirth; a program of natural childbirth with rooming-in. New York: McGraw-Hill, 1950. xvi, 114 p. \$3.00.—An account of the program of psychological and physical preparation for childbirth which has been in operation at Grace-New Haven (Conn.) Community Hospital since 1946. Consideration is given the educational aspects of the program—the doctor's classes, exercise classes, and classes for fathers- and parents-to-be, as well as "support" during labor, and rooming in. Results from the obstetrical and patient point of view on some 600 cases are presented.—A. J. Sprow.

201. Towbin, E. J. (*U. Rochester, N. Y.*) Gastric distention as a factor in the satiation of thirst in esophagostomized dogs. *Amer. J. Physiol.*, 1949, 159, 533-541.—Sham drinking in esophagostomized dogs in water deficit revealed: "1) The dog sham-drinks some 250% of its real water deficit before temporary satiation occurs. . . . 2) Distention of the stomach reduces the volume [and frequency] of sham drinking so that it takes on the

characteristics of normal drinking. 3) Distention of the stomach may be accomplished by a water-filled stomach balloon with results similar to those in which water was in contact with mucosa." 4. The dependence of the dogs upon distention cues varied. 5. Following vagotomy distention of the stomach had almost no effect upon sham drinking.—R. B. Bromiley.

202. Tufts College. Institute for Applied Experimental Psychology. Application of electro-physiological techniques to human performance; The Reading Assessor—the Alertness Indicator. Port Washington, L. I., N. Y.: U. S. Navy, Special Devices Center, 1950. (*Tech. Rep. SDC 58-2-11*), 37 p.—An historical summary of the work done on the Reading Assessor and the Alertness Indicator is provided in this final report, as well as previously unreported data gathered under the two projects. For the Alertness Indicator, laboratory and field studies (submarine, airplane, and truck) are reported. Finally, a statement of certain unsolved problems and recommendations for the devices is made. A bibliography of previous reports on these projects is given.—M. W. Raben.

203. Ullrich, Herbert. Über lunare Einflüsse auf Organismen. (About lunar influences on organisms.) *Grenzgeb. Med.*, 1949, 2, 427-429.—Biological observations of animals show that lunar periodicity is a certain example of an exogenous rhythm. In animals which are transplanted away from their homes to the tropics or subtropics, the rutting-times adapt themselves to the rhythm of the new environment within 2-3 years, and the same the other way round. Therefore, still unknown exogenous factors must have an influence on the rhythm of reproduction.—P. L. Krieger.

204. Voltonis, N. I. *Predistoriâ intellekta.* (Prehistory of the intellect.) Moscow: Akad. Nauk S.S.R., 1949. 271 p. 15 r.—The investigations of Voltonis at the Sukhumskii monkey colony for the period, 1935-1939, are presented. The reports deal in the main with the problems of "orientive-investigatory" activity, deferred reactions as a function of "directive set," use of objects as instruments, and social structure and interrelationships of the monkey group.—I. D. London.

205. Wolf, A. V. (*Albany Med. Coll., N. Y.*) Osmometric analysis of thirst in man and dog. *Amer. J. Physiol.*, 1950, 161, 75-86.—A quantification of the cellular dehydration hypothesis of thirst is made on the basis of osmometric analysis of data obtained from dogs and men during intravenous infusion of salt water. The analysis makes available Osmometric Thirst Diagrams. These show areas (in terms of load of water \times change in extracellular volume) of adipsia, hyperdipsia, hypodipsia (state where drinking is not initiated but once initiated will continue) and bands of isodipsia. There is a detailed discussion of the validity of the basic assumptions and of the implications of the diagrams and equations of thirst.—R. B. Bromiley.

COMPLEX PROCESSES AND ORGANIZATIONS

206. Bousfield, W. A. (U. Connecticut, Storrs.) The relationship between mood and the production of affectively toned associates. *J. gen. Psychol.*, 1950, 42, 67-85.—"The purpose of this study was to test two related hypotheses: (a) With pleasant mood there is a facilitation of verbal associative responses having pleasant affective value. (b) With unpleasant mood there is a facilitation of verbal associative responses having unpleasant affective value. . . . Mood was defined as a correlate of motive satisfaction and frustration. . . . Analysis of the data indicated considerably more apparent support for the first hypothesis than for the second. An explanation of this fact is given in terms of assumptions regarding motivation."—M. J. Stanford.

207. Eisenbud, Jule. (145 W. 58th St., New York.) Psychiatric contributions to parapsychology: a review. *J. Parapsychol.*, 1949, 13, 247-262.—A review of the early work of Janet on hypnosis at a distance and of Wilhelm Stekel on the telepathic dream is followed by a discussion of the contribution of Freud in relating the known facts of dream distortion to telepathic phenomenology. Through the work of Deutsch, Hollós, Servadio, and Fodor, it became evident that "the telepathic event, as it manifested itself in the psychoanalytic situation, revealed just as much of the repressed unconscious material of the analyst as it did of the patient. . . ." Extensive bibliography.—B. M. Humphrey.

208. Fließ, Robert. Silence and verbalization: a supplement to the theory of the "analytic rule." *Int. J. Psycho-Anal.*, 1949, 30, 21-30.—"The present study is devoted to the proposition that the physical act of speaking . . . may precipitate the release of quanta of regressive affect collateral to repressed ideation, and that such release is amongst the causes of the failure of the maintenance of repression."—N. H. Pronko.

209. Pratt, J. G. (Duke U., Durham, N. C.) Change of call in ESP tests. *J. Parapsychol.*, 1949, 13, 225-246.—Detailed analysis of the results of a long series of ESP tests with one subject revealed a tendency to avoid repetition of the same symbol more frequently on the next trial after success than after he missed the target. The records of 25 additional subjects showed 2 with the same statistically significant tendency. A group of blind subjects did just the reverse. The effects found in these data are still statistically significant after allowance is made for the records which did not show the effects. Further analyses showed that the "change-of-call" effect indicated a reliable differential reaction to hits and misses.—B. M. Humphrey.

210. Thouless, Robert H. (Cambridge U., Eng.) A comparative study of performance in psi tasks. *J. Parapsychol.*, 1949, 13, 263-273.—The author, serving as subject, carried out one clairvoyance card test and two different types of precognition tests at

each of 144 experimental sessions. For each type of test a deck of 25 ESP cards was shuffled and laid face downward on a table. The author then recorded the order he thought the cards were in for the clairvoyance test, and for the precognition tests he recorded the order he thought the cards would be in when they were cut or shuffled after he made his calls. The clairvoyance test produced a significantly negative total score; one type of precognition test produced a chance score, while the other was significantly positive. In spite of the differences in scoring rate on the three tests, the scores on all three tended to vary together from day to day to a significant extent.—B. M. Humphrey.

LEARNING & MEMORY

211. Allen, William F. (U. Oregon Med. Sch., Portland.) Effect of prefrontal brain lesions on correct conditioned differential responses in dogs. *Amer. J. Physiol.*, 1949, 159, 525-532.—The effects of 4 small bilateral, prefrontal lesions (A, B, C, & D) upon positive and negative foreleg CRs were studied. Olfactory, auditory and tactile CSs were used. None of the 4 lesions seriously impaired differential CRs when the CS was an auditory or tactile one. C or D however while affecting the retention of the positive olfactory CR only slightly, if at all, prevented the dogs from learning the differential CR.—R. B. Bromiley.

212. Fischler, Franz. (U. Munich, Germany.) *Qur Frage des Ablaufs Geistiger Reaktionsfähigkeit und der Gedächtnisschwäche in ihren Beziehungen zur Ernährung.* (Concerning the question of the decline of mental reaction capacity and memory weakness and its relation to nutrition.) *Grenzgeb. Med.*, 1949, 2, 198-201.—The frequently observed memory-weakness does not arise from a war-conditioned shortage of fats, but is rather to be attributed to the lessened reactivity to stimuli of the cells themselves. This is caused by a quantitative reduction of the circulating products of albumen-decomposition as a result of insufficient albumen-containing nutrition.—P. L. Krieger.

213. Fuller, John L., Easler, Clarice A., & Banks, Edwin M. (Roscoe B. Jackson Mem. Lab., Bar Harbor, Me.) Formation of conditioned avoidance responses in young puppies. *Amer. J. Physiol.*, 1950, 160, 462-466.—"Twenty-five newborn puppies have been tested for conditioned . . . responses to electric shock applied to the forelegs, using sound, light, odor and contact as conditioned stimuli. Receptors for odor and contact appear to function at birth, for light at about 16 days, and for sound at about 19 days. However, the age at which stable CR's developed to sound, light and odorous stimuli was from 18 to 21 days in all cases. Control puppies . . . 20 days of age, form CR's readily."—R. B. Bromiley.

214. Goldstein, Norma. (U. Fordham, New York.) Saving in the learning of scrambled lists as influenced by degree of familiarity with nonsense syllables. *J. gen. Psychol.*, 1950, 42, 87-95.—"In

the present investigation the saving method was combined with the use of derived and scrambled lists—learned by the anticipation method—in an effort to determine the effect of the degree of familiarity with nonsense syllables on saving in the learning of scrambled lists. . . . examination of the results for learning of the scrambled lists indicates that saving occurs. This saving is significant at the one per cent level. Therefore it may be concluded that with subjects who are unfamiliar with the nonsense syllables to be employed in an investigation, a significant saving in learning the scrambled lists results from the degree of familiarity established by the previous learning of the same syllables in a different order."—*M. J. Stanford*.

215. **Grant, D. A., Meyer, D. R., & Hake, H. W.** (*U. Wisconsin, Madison.*) **Proportional reinforcement and extinction of the conditioned GSR.** *J. gen. Psychol.*, 1950, 42, 97-101.—This study was undertaken in an attempt to specify the functional relationship between resistance to extinction of the conditioned GSR and percentage of reinforced trials during acquisition. 100 men and women served as subjects. The results show that "the extinction scores were not reliable enough to give a good picture of the function relating the resistance to extinction to the proportion of reinforced trials. If anything, it might be suggested that the maximum of the function occurs at less than at 50 per cent reinforcement."—*M. J. Stanford*.

216. **Heyer, Albert William, Jr.** **Need establishment and reduction in learning and retention.** *Microfilm Abstr.*, 1950, 10(2), 63-65.—Abstract of Ph.D. thesis, 1950, University of Illinois. Microfilm of complete manuscript, 84 p., \$1.05, University Microfilms, Ann Arbor, Mich. Publ. No. 1662.

217. **Konczewska, H.** *Les métamorphoses de l'espace et du temps dans la mémoire.* (Metamorphosis of space and time in memory.) *J. Psychol. norm. path.*, 1949, 33, 481-490.—In the memory process, reality undergoes a metamorphosis which is affected by space and time. The roles of space and time are closely entwined and affect creative imagination. In this functional correlation of space and time there is no distinction between that which is extensive and that which is intensive.—*G. Besnard*.

218. **McReynolds, Paul.** (*VA, Palo Alto, Calif.*) **Logical relationships between memorial and transient functions.** *Psychol. Rev.*, 1950, 57, 140-144.—Two types of phenomena must be handled in the design of mathematico-mechanical analogies to the human central nervous system: (1) transient processes correlated with behavior and mental activity, and (2) processes associated with the symbolic retention of past events. It is suggested that, "for transient processes the most efficient neuronal mechanism would be a binary system in which the number of unique expressions of information which could be represented equals 2 to the power indicated by the number of included apparatus units; and further that for memorial processes some other system would be most efficient. Implications of

these assumptions and relations between the two problems have been discussed."—*R. B. Ammons*.

219. **Maltzman, Irving M.** (*State Univ. Iowa, Iowa City.*) **An interpretation of learning under an irrelevant need.** *Psychol. Rev.*, 1950, 57, 181-187.—Learning under an irrelevant need in a single choice point maze can be explained in terms of Spence's analysis of stimulus generalization and secondary reinforcement, and his formulation of the fractional anticipatory response. It is predicted that "in experiments employing irrelevant needs as a means of activating Ss the amount of latent learning will be a function of the relative strengths of the competing fractional anticipatory responses." It is pointed out that "fractional anticipatory response" cannot be translated as "expectancy" without loss of meaning.—*R. B. Ammons*.

220. **Osgood, Charles E.** (*U. Illinois, Urbana.*) **Can Tolman's theory of learning handle avoidance training?** *Psychol. Rev.*, 1950, 57, 133-137.—It is felt that Tolman's system can account for avoidance learning phenomena. The position is made explicit in four postulates, and it is shown how these can predict the phenomena. Basically, buzzer at first comes to signify shock, then gradually loses its significance until another shock is received.—*R. B. Ammons*.

221. **Spence, Kenneth W.** (*State Univ. Iowa, Iowa City.*) **Cognitive versus stimulus-response theories of learning.** *Psychol. Rev.*, 1950, 57, 159-172.—Differences between cognitive and stimulus-response interpretations of learning are examined and it is concluded that: (1) nothing in Hull's system implies the telephone switchboard analogy; (2) differences in neuro-physiological models used are of little importance; (3) there is no basic conflict between the ideas that learning is between perceptual processes and that it is between stimulus and response mechanism; (4) the tendency of cognition theorists to emphasize intrinsic properties of their constructs and work with different experimental variables merely reflects a difference of emphasis; (5) both groups recognize the importance of selectivity in responses to cues. An S-R analysis of perception is given.—*R. B. Ammons*.

(See also abstracts 142, 457, 627, 628, 633, 634)

THINKING & IMAGINATION

222. **Clay, J.** **Begriff and Begriffsbildung.** (Concept and concept formation.) *Synthèse*, 1947, 5, 486-498.—The author describes and analyses the process of concept formation, when it is conscious and purposive, discussing in turn naming, discriminating, counting and measuring, abstracting, and generalizing. He examines the concept formation in empirical sciences and the role of concepts in ordered thinking, as well as in logic and mathematics, stressing the facts that neither formal concepts can be sufficient in knowledge, nor may concepts be identified with the reality which they represent.—*M. Chojnowski*.

223. Lhermitte, J. *Les rêves*. (Dreams.) Paris: Presses Universitaires de France, 1948. 126 p.—How we fall asleep and dream. Phenomena of half-sleep and hypnotic hallucinations. Analysis of dream images: (1) sensorial dream images; (2) organic images; (3) pathological coenesthesia; (4) distortions of the image of the body in the dream; (5) sources of the images in dreams; (6) how images of the dream are associated. Belief in dreams. Memory in the dream. The feeling of duration during the dream. Attention and will in the dream. The dream in hysterical neuroses, somnambulism, hypnotism. Discussion of theories of dreams. Physiological theories of the dream. The physiological mechanism that liberates dreams.—C. Nony.

224. Thistlethwaite, Donald. (U. California, Berkeley.) Attitude and structure as factors in the distortion of reasoning. *J. abnorm. soc. Psychol.*, 1950, 45, 442-458.—Judgments of the validity of neutral and emotional arguments were secured from 559 college students representing Northern, Southern, and Western U. S. universities. The hypothesis that attitudes and beliefs are a determinant of reasoning could not be rejected. Groups from Southern states differed significantly from Northern groups in distortions of reasoning, both on the ethnocentrism scale and on an anti-Negro subscale. "The greatest degree of relative distortion did not occur on the most ambiguous structures, but rather on those structures most consonant with the relevant attitudes and beliefs of the subjects."—H. P. David.

225. Wisdom, J. O. A hypothesis to explain trauma-re-enactment dreams. *Int. J. Psycho-Anal.*, 1949, 30, 13-20.—The fundamental hypothesis that dreams are need-fulfilments or attempted pleasure-need-fulfilments may be formulated as follows: "A dream or Perceptualization during sleep is either an undistorted Perceptualization of the fulfilment of pleasure-needs alone, or a Perceptualization of them distorted by Condensation, Displacement, and Symbolization and modified by Secondary Elaboration, in both cases to preserve sleep against disturbance by a physical stimulus whether external or in the body, OR a Perceptualization of both pleasure- and punishment-needs, distorted by the same distortion mechanisms, to reduce pressure from the punishment-needs by distortion of all needs and by initial Perceptualization of the pleasure-needs alone, with the aim of preserving sleep against disturbance by punishment-needs aroused by the unperceptualized pleasure-needs."—N. H. Pronko.

(See also abstracts 14, 336)

INTELLIGENCE

226. Gordon, Hans C., & Novak, Benjamin J. (Philadelphia (Pa.) Public Schools.) I.Q. and month of birth. *Science*, 1950, 112, 62-63.—Short note on two sets of data on school children correlating month of birth and I.Q., denying "impressive advantages for children conceived during the cold months of the

year," although a slight advantage may exist.—B. R. Fisher.

227. Granick, Samuel. Intellectual performance related to emotional instability in children. *Microfilm Abstr.*, 1950, 10(2), 61-63.—Abstract of Ph.D. thesis, 1950, Columbia University. Microfilm of complete manuscript, 78 p., \$1.00, University Microfilms, Ann Arbor, Mich. Publ. No. 1648.

228. Vernon, P. E. (U. London, Eng.) Psychological studies of the mental quality of the population. *Brit. J. educ. Psychol.*, 1950, 20, 35-42.—Defined in terms of average general intelligence level, the quality of the British population is likely to decline at a rate of about 2 points of IQ per generation of 30 years. Such estimates are based on differential birth-rates, and direct evidence of a decline is not conclusive because of difficulties of sampling. Retesting of complete populations, on the contrary, has revealed unexpected stability in intelligence which may be due to mechanisms of heredity now unknown, or to improved environmental conditions. A review of the evidence bearing upon the nature-nurture controversy supports the conclusion that these factors cannot be separated, although normally nature contributes 2 to 3 times as much as nurture.—R. C. Strassburger.

(See also abstracts 54, 229, 550, 558)

PERSONALITY

229. Benjamins, James. (Children's Center, Detroit, Mich.) Changes in performance in relation to influences upon self-conceptualization. *J. abnorm. soc. Psychol.*, 1950, 45, 473-480.—Reactions in terms of self-conceptualization were related to measurable behavior and subjected to cross-validation with statistically significant results. Direction of change in intelligence test score for high school students based on change in self-ranking and pattern of questionnaire responses was predicted. Results confirmed postulate that the individual continually seeks to establish or to maintain an identity by means of which to conceptualize himself and thus to arrive at his role in a given situation.—H. P. David.

230. Dabrowski, Kazimierz. Dezintegracja jako pozytywny etap w rozwoju jednostki. (Disintegration as a positive stage in the development of an individual.) *Zdrowie Psychiczne*, 1949, 3(4), 26-63.—The analysis of disintegrable processes which loosen the structures of a personality leads to the conclusion that besides a negative disintegration which causes negative effects in the psyche of a man there is a positive disintegration which can play a fundamental and positive part in the development of an individual. The author concludes that positive disintegration produces a greater plasticity of the structure of the personality thanks to which an individual may become more sensible and capable of new reaction to stimuli. In this way positive disintegration may prepare a period of a secondary integration and it may form a new personality on a hierarchically higher level.—S. Blachowski.

231. Horn, Daniel. (*American Cancer Society, New York.*) Intra-individual variability in the study of personality. *J. clin. Psychol.*, 1950, 6, 43-47.—The author wonders if questionnaire type personality tests might be more rewarding if the individual items were viewed as ambiguous items rather than assuming that the items have similar meaning for all persons. The test might be given ten times or so at short time intervals; those items on which an individual changed most or least frequently might yield suggestions as to the "dynamically sensitive" or the rigid or well integrated needs, respectively, of the individual.—L. B. Heathers.

232. Humphrey, Betty M. (*Duke U., Durham, N. C.*) ESP subjects rated by two measures of personality. *J. Parapsychol.*, 1949, 13, 274-291.—In the present research interest inventory measure was combined with a measure of expansion-compression, a rating based on form qualities of freehand drawings made by the subjects. In an analysis of the results of 515 subjects in 16 clairvoyance card experiments, the author found that subjects who received both "expansive" and "midrange" ratings gave significantly positive ESP scores. On the other hand, subjects who were rated both "compressive" and "extreme" gave significantly negative ESP scores. The CR of the difference between the mean ESP scores of the 2 contrasted groups was 3.48.—B. M. Humphrey.

233. Jastak, Joseph. (*Delaware State Hosp., Farnhurst.*) Psychometric personality traits. *Delaware St. med. J.*, 1949, 21, 165-169.—The general results of psychometric studies designed to demonstrate the existence of independent personality vectors are summarized. From 12 subtests 5 psychologically identifiable factors were found: (1) altitude or native capacity (the level of maximum personality integration which is a general trait); (2) language polarity (use of language symbols); (3) orthotude (appropriateness of thought and action); (4) motivation (capacity for persistent and purposeful effort); (5) somatude (psychomotor efficiency). The intercorrelations of the five clusters are furnished for 200 nurses.—F. C. Sumner.

234. Lasky, Julian Jack. Relations of experimentally induced changes in ethnocentric statements to underlying personality variables. *Microfilm Abstr.*, 1950, 10(2), 150-151.—Abstract of Ph.D. thesis, 1950, University of Michigan. Microfilm of complete manuscript, 136 p., \$1.70, University Microfilms, Ann Arbor, Mich. Publ. No. 1699.

235. Lippert, Eugen. Zum Begriff der Persönlichkeit. (The concept of personality.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 128-131.—Personality is a developmental concept. It is the sum of all psychosomatic characteristics of individuality and constitutes the uniqueness of a person. It is the projection of the ego into the community. French and English summaries.—K. F. Muenzinger.

236. Miller, Daniel R., & Hutt, Max L. Value interiorization and personality development. *J. soc.*

Issues, 1949, 5(4), 2-30.—Factors are examined in the context of psychoanalytic theory for their effects on the interiorization of social values. The attitude toward bearing children, maternal deprivation and indulgence, sensitivity to non-verbal communications, the effects of feeding and excreting are related as need determiners to the process of identification with and rejection of social values together with the formation of an ego-identity.—L. M. Hanks, Jr.

237. Palmade, Guy. *La charactérologie*. (Characterology.) Paris: Presses universitaires de France. 1949. 128 p.—Under the head of causal characterology, the author discusses somatic morphology including temperaments and their organic origin; psychanalytic, such as Freud's psychosexual types; clinical, referring to psychological pathology and comprising such cases as schizoid, hysterical, epileptic, and sexual deviates; correlational, showing the relations among aptitudes and between morphological and characterological types; the methods of such investigators as Malapert, Jaensch, Heymans and Wiersma; also character diagnosis, heredity, evolution of character and general methods. When a change of character occurs, it is more apt to be a change of relationship than fundamental quality. Man effects changes in himself through acquired knowledge and experience, thus, in a measure, escaping from himself. Bibliography.—G. E. Bird.

(See also abstracts 71, 258, 284)

AESTHETICS

238. Alexander, Franz. Un comentario sobre Falstaff. (A note on Falstaff.) *Rev. Psicoanal.*, B. Aires, 1948, 6, 497-510.—Spanish translation of article abstracted in 8: 2558.

239. Baudouin, Charles. La sublimation des images chez Huysmans, lors de sa conversion. (Sublimation of images in Huysmans at the time of his religious conversion.) *Psyché*, 1950, 5, 378-385.—A psychoanalytical appraisal of Huysmans and his literary output.—G. Besnard.

240. Friedman, Joel, & Gassel, Sylvia. The chorus in Sophocles' *Oedipus Tyrannus*; a psychoanalytic approach to dramatic criticism. *Psychoanal. Quart.*, 1950, 19, 213-226.—The hero is a collective ego, doing things desired by the community but forbidden to it. The chorus, too, reflects the moral taboos imposed upon the individual. These, then, are the dramatic representations of the audience, which it creates to permit the hero to perform such deeds and to express communal disapproval, expose the evildoer, and to punish him.—N. H. Pronko.

241. Halliday, James L. Mr. Carlyle, my patient: a psychosomatic biography. New York: Grune & Stratton, 1950. xiii, 227 p. \$3.50.—The author has approached the life of Carlyle as that of a patient complaining of dyspepsia and biliousness. The biography is written in an effort to interpret both the psychosomatic symptoms as well as other behavior characteristics of Carlyle. Much is explained when one considers the condition of his

childhood and parental attitudes within the family. Much of the interpretation is based on psychoanalytic concepts. The three parts into which the 32 chapters of the book are divided are: early emotional developments; the annals of later emotional development; and the patient's mind and ideas.—C. M. Louttit.

242. Hitschmann, Edward. (51 Brattle St., Cambridge 38, Mass.) *Franz Schubert's grief and love*. *Amer. Imago*, 1950, 7, 67-75.—Accounts of Schubert's external experiences are of necessity brief and rather circumstantial. The inner conflicts which found release through music may be perceived in his autobiographical-like narrative, "My Dream." "Unable to find inward freedom from his father, he remained somewhat effeminate, passive all his life. A union of sensual and pure love remained unattainable for him."—W. A. Varvel.

243. Langer, Marie. *Viaje al centro de la tierra* (Julio Verne); *una fantasía de adolescente*. (A trip to the center of the earth (Jules Verne); fantasy of an adolescent.) *Rev. Psicoanal.*, B. Aires, 1949, 7, 3-9.—A novel by Jules Verne is interpreted as a fantasy of an adolescent. The hero of the story when faced with the realization of his genital desires elaborates his fears in a fantasy of a journey to the earth's center, the contents of which are the return to the womb of the mother, rebirth as an adult, and the defloration and coitus with Mother Earth.—L. W. Cozan.

244. Racker, E. *Ensayo psicoanalítico sobre la personalidad y la obra dramática de Ricardo Wagner*. (A psychoanalytical essay on the personality and dramatic work of Richard Wagner.) *Rev. Psicoanal.*, B. Aires, 1948, 6, 32-81.—An examination of the work and life of Richard Wagner revealed a fixation to the Oedipus complex and an attempt is made to understand his complex temper and his fluctuations between aggressiveness and depression, rebellion and submissiveness, and self-destruction and destruction of the world through a description of his pregenital conflicts and their manifestations in the form of manic-depressive and paranoic processes.—L. W. Cozan.

245. Reik, Théodore. *Psychologie de l'ironie*. (Psychology of irony.) *Psyché*, 1950, 5, 472-484.—Dr. Reik has analyzed Anatole France's novel "Le Jongleur de Notre Dame" (The Hunchback of Notre Dame). The irony of Anatole France seems to the analyst to be the "expression of an old deception." "The Hunchback of Notre Dame" was chosen as a representative example of the birth of irony.—G. Besnard.

246. Vialle, Louis. *Sur l'esthétique du désespoir*. (On the aesthetics of despair.) *J. Psychol. norm. path.*, 1949, 33, 450-466.—Almost all great literary works are based on sad, mournful happenings. The sadder the works the more accepted they are. Why do we look for representation of human despair? In part because reality is essentially sad and we give credit to the author for portraying the truth. Would it not be, however, wise to look for

happier thoughts, which would give us a certain feeling of happiness? Many books and movies are analyzed, all of which are based on sad events and human despair.—G. Besnard.

247. Wangh, Martin. *Othello: the tragedy of Iago*. *Psychoanal. Quart.*, 1950, 19, 202-212.—Analysis of Shakespeare's *Othello* is focussed upon Iago as the absorbing personality. It is his repressed homosexuality for Othello that drives him to plot the death of his rival, Desdemona.—N. H. Pronko.

(See also abstracts 484, 551)

DEVELOPMENTAL PSYCHOLOGY

CHILDHOOD & ADOLESCENCE

248. Baley, Stefan; Witwicki Tadeusz, et al. *Barwa, kształt i wielkość w spostrzeżeniu dzieci*. (Color, form and size perception in the preschool child.) *Psychol. wychow.*, 1948, No. 3-4, 1-23.—The well-known investigations of David Katz in which children had to choose between color and form were extended by adding experiments on the choice: (1) between form and size, and (2) between size and color. These investigations have shown that with children between 3 and 10 years of age the choice between form and size is made mostly in favour of form, but with younger children there is a greater percentage of those who choose on the basis of size. Out of these investigations arises a law which may be formulated in the following way: With the progress of the child's development formal elements in his perception take more and more predominance over the material elements, such as color.—S. Blachowski.

249. Bauer, W. W. *Plaag uw kinderen niet langer*. (Stop annoying your children.) Amsterdam: "De Spieghel," 1950. 237 p. Hfl. 7.50.—A book for parents and educators. The writer sees the solution in a better understanding between the generations and a mutual respect for each other's views and personalities. Caricatures illustrate the text. In the last chapter author's daughter gives her point of view about "annoying parents." 38 references.—M. Dresden.

250. Bodman, Frank; MacKinlay, Margaret, & Sykes, Kathleen. *The social adaptation of institutional children*. *Lancet*, 1950, 258, 173-176.—The social characteristics of 51 children (19 girls, 32 boys) who had spent 3 years or more in institutions (parents dead or otherwise unable to care for them) were compared with those of a control group (similar average intelligence) of 52 school-children brought up in their own families. The institutionalized children were observed to be less mature socially with fewer community contacts, less participation in organized social activities, fewer friends, less interest in members of the opposite sex.—A. C. Hoffman.

251. Bühler, Ch., & Van Lookeren Campagne, J. *De Kindertijd*. (Childhood.) Amsterdam: Uitg. Mij. Holland, 1950. 92 p. Hfl. 5.90.—Simple, but scientifically justified rules for the care and education

of the child. In the first part it is Van Lookeren Campagne who deals with the normal physical development of the child, while Bühler dedicates the second part to the psychological care.—*M. Dresden*.

252. Clause, A. *Réflexions sur l'intérêt.* (Reflections on interest.) *Cah. Pédag.*, 1950, 9, 5-8.—Interest is not a psychological abstraction, as the new education seems to believe. Interests vary according to the social milieu, the needs of instruction, and the necessity of action. It is necessary to channel and orientate the natural, spontaneous tendencies of the child.—*R. Piret*.

253. Congress of Mental Hygiene, London. Preparatory Commission. The basic needs of children. *Indiv. Psychol. Bull.*, 1950, 8, 49-72.—Members of the Commission were psychiatrists, psychologists, social workers and teachers who worked with the Individual Psychology Association of Chicago and its Community Child Guidance Centers. Following brief mention of the physical needs of children, the basis of an adequate personal and social development is discussed from the Adlerian view of "Social Interest." Techniques for stimulating the development of various social and individual qualities are also reviewed. The final section deals with various preventive and remedial measures needed to provide adequately for the basic needs of today's child.—*A. R. Howard*.

254. Eichhorn, Otto H. *Über die Ursachen der aktuellen Verwahrlosung.* (The causes of actual neglect.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 131-140.—The views of various authors on the causes of juvenile neglect are critically discussed. The author sees the main cause in intellectual insecurity in the face of the blind irrationality of a brutal fate. The consequences of neglect are related to modern existential philosophy. French and English summaries.—*K. F. Muenssinger*.

255. Escalona, Sibylle. (*Menninger Clinic, Topeka, Kans.*) When mother and child return from the hospital. *Menninger Quart.*, 1950, 4(2), 8-16.—The cultural values of our age increase the difficulties experienced during the early phases of motherhood when the young mother is greatly aware of her dependent needs. The obstetrician and pediatrician might indulge and give reassurance to the pregnant woman who is able to acknowledge her passive needs and take active steps to ease the environmental situation for those whose only weapon against dependent wishes is to deny them. Prospective mothers need to be given advice not only about what they ought to do but also about what they may expect of young infants. We can do little to change the cultural framework which makes having a baby a critical experience, but we can examine our own attitudes to be sure they do not imply too severe demands upon the mother or any intolerance of her need or difficulty.—*W. A. Varvel*.

256. Fahs, Sophia Lyon. The beginnings of mysticism in children's growth. *Relig. Educ.*, 1950, 45, 139-147.—Modern mysticism does not revert to

the past but experiences awe and wonder toward the universe today. To teach children the experience of mysticism, adults must be more sensitive to the mysterious. Children also need leisure instead of being overwhelmed with book knowledge, and they need opportunities to express their feelings in dramatic play and paint which is simpler for them than talking.—*G. K. Morlan*.

257. Flanagan, Father. (As told to McCoy, Ford.) *Understanding your boy.* New York: Rinehart, 1950. ix, 180 p. \$2.00.—Boys Town's philosophy of socialization and "boy guidance"; a popular presentation for parents.—*L. J. Stone*.

258. Grewel, F. *Agressie en agresief karakter.* (Aggression and aggressive character.) *Ned. Tijdschr. Psychol.*, 1950, 5, 39-75.—Aggressivity as a character-trait in modern western civilization must be explained as a result of the aggression of parents and educators, be it their manifest or repressed aggression; in the latter case the unconscious manifestations of the aggression of the parents will be mirrored or echoed in the child.—*M. Dresden*.

259. Hunnicutt, C. W. (*Syracuse U., N. Y.*) *Answering children's questions.* New York: Bureau of Publications, Teachers Coll., Columbia U., 1949. 52 p. 60¢.—Adults frequently experience difficulty in coping with the innumerable questions of children. In the interest of proper development it is necessary to appreciate the functions of the various kinds of questioning; in particular, the relation between questions and learning must be recognized. The role of parents is highlighted in this discussion which presents practical guidance in the techniques of answering children's questions. The responsibility of the classroom teacher is also pointed out.—*R. C. Strassburger*.

260. Letton, Mildred Celia. (*U. Chicago, Ill.*) *Your child's leisure time.* New York: Bureau of Publications, Teachers Coll., Columbia U., 1949. 52 p. 60¢.—The object of this pamphlet is to guide parents in the formation of the appropriate attitude toward their children's leisure activities as fundamental to sound parent-child relationships. The individual nature of leisure time problems is pointed out and the effect of age differences is noted. Various types of group and individual activities are discussed. Illustrations.—*R. C. Strassburger*.

261. Mathews, W. Mason. *Social values and research in child development.* *J. soc. Issues*, 1949, 5(4), 47-49.—To investigate value interiorization one must study the normal as well as the deviant family. To promulgate democratic values, one must emphasize inner security and living harmoniously within the social norms. Helping parents and teachers to better adjustment will speed this process.—*L. M. Hanks, Jr.*

(See also abstracts 43, 118, 119, 274, 313, 529)

MATURITY & OLD AGE

(See abstract 168)

SOCIAL PSYCHOLOGY

262. Boerma, N. Westendorp. (*U. Amsterdam, Holland.*) *Empirie in de ethiek.* (Empiricism in ethics.) *Synthèse*, 1946, 5, 26-35.—A plea for empirical ethics, based on noticing, observing, investigating, and analysis, but not prescribing and not leading to the drawing up of a moral code, because "what *ought* to be [cannot] be deduced from what *is* by logical method." Text in Dutch and full English translation.—*M. Choynowski.*

263. Gluckman, Max. (*U. Oxford, England.*) *An analysis of the sociological theories of Bronislaw Malinowski.* New York: Oxford University Press, 1949. 28 p. 75¢. (The Rhodes-Livingstone Papers, no. 16.)—Two lengthy critical book reviews are here reprinted, one from *African Studies* (March 1947) and the other from *Africa* (April 1947). They deal with two posthumous books by Malinowski, *The dynamics of culture change* and *A scientific theory of culture and other essays*.—*I. L. Child.*

264. Hall, D. M. (*U. Illinois, Urbana.*) *The dynamics of group discussion: a handbook for discussion leaders.* Danville, Ill.: Interstate Printers & Publishers, 1950. 66 p.—This handbook for discussion leaders discusses problems of social dynamics in committees or other discussion groups. The first part presents an analysis of factors involved in the behavior of participants in such groups and the factors related to the members working together. Parts 2 and 3 are concerned with procedural details of group discussion.—*C. M. Louttit.*

265. Hallowell, A. Irving. *Personality structure and the evolution of man.* *Amer. Anthropol.*, 1950, 52, 159-172.—The psychological differentiation of man from primates arises from man's ability to symbolize. This ability arose from social living and a prolonged period of infantile dependence, events leading to a world of common symbols or culture. In turn symbolizing enabled man to become aware of himself, thus subject to a moral order, and to develop an unconscious emotional life in relation to these norms.—*L. M. Hanks, Jr.*

266. Hatt, Paul K. (*Princeton U., N. J.*) *Occupation and social stratification.* *Amer. J. Social.*, 1950, 55, 533-543.—Total social position is composed of both prestige and esteem values. Occupation, though not totally satisfactory, is often a usable index in the study of stratification. Because anomalies exist among the various forms of occupational rewards, the construction of a prestige score was undertaken. Scale analysis of the findings reveals the probable need for two-dimensional classification of occupation—the vertical or status dimension and the horizontal, or *situs*, dimension—in achieving a possible refinement for stratification studies.—*D. L. Glick.*

267. Horst, L. van der. *Over de sociaal-psychologische achtergrond van de oorlog.* (About social-psychological background of war.) *Ned. Tijdschr. Psychol.*, 1950, 5, 1-19.—The starting-point of this study is the round-table radio discussion

on the topic, "Why war," in which writer took part. The exchange of letters between S. Freud and A. Einstein is referred to. The writer concludes that the aggressive attitude as a necessary response to an encounter is more related to the will to power than to the drive for destruction. Thus, this aggression is not a rudiment of the animal in man, but a specific human matter.—*M. Dresden.*

268. Hugenholtz, P. Th. *De psychologie van het vredesverlangen.* (Psychology of the desire for peace.) *Ned. Tijdschr. Psychol.*, 1950, 5, 19-39.—Light is thrown upon various aspects of the desire for peace.—*M. Dresden.*

269. Lévy, André. *Portraits de meneurs et psychologie du groupe.* (Portraits of leaders and the psychology of the group.) *Enfance*, 1949, 2, 7-40.—From observations of young group leaders made within a heterogeneous group of young soldiers, 19 to 24 years of age, two antithetical types of leaders are characterized: the sovereign-type and the despot-type. The sovereign is the center of the group, takes initiative spontaneously, is concerned with the interests of the group and that immediately without having been elected. On the other hand the despot has initiative, commands, supervises, exacts complete passivity in others, must not be contradicted or talked back to, is himself passive in the presence of superiors, loves to make his authority felt.—*F. C. Sumner.*

270. Nordskog, John Eric; McDonagh, Edward C., & Vincent, Melvin J. (*U. Southern California, Los Angeles.*) *Analyzing social problems.* New York: Dryden Press, 1950. xi, 818 p. \$4.25.—A selection of 104 readings in sociology arranged in 14 chapters to analyze some of the basic problems of social disorganization and amelioration: population problems, ethnic relations, industrial-relations problems, personality and family disorganization, juvenile delinquency, criminal behavior, educational and political problems, social-reform movements, social-planning and war and peace problems, and world organization. Introductions to the chapters and selections as well as questions following each selection serve to facilitate the process of analysis. 7-page glossary. Chapter bibliographies classified into social problems texts, general sociology texts, and supplementary bibliography.—*A. J. Sprow.*

271. Reiwald, Paul. (*Universitaet Genf, Switzerland.*) *Die Massenpsychologie im Dienste des Wiederaufbaus.* (Group psychology in service of reconstruction.) *Synthèse*, 1947, 5, 390-394.—Group psychology is based on the observation that the individual, becoming a member of a group, undergoes a change. In general, this change is understood as a regression to early psychical situation (ontogenetic or phylogenetic). The contemporary group psychology has two most important tasks: it must find ways and possibilities of sublimation of primitive group force (Massenkraft) and it must develop the psychology of the productive group.—*M. Choynowski.*

272. Savery, Barnett. (*U. British Columbia, Vancouver.*) Ethics: philosophy or psychology? *Canad. J. Psychol.*, 1950, 4, 26-28.—This article is in reply to a criticism by Mardiros, (see 23: 4189), of the author's suggestion that the study of ethics is a scientific study belonging to psychology rather than to philosophy.—J. W. Bowles, Jr.

273. Stein, Sam L. (*Cook Co. Juvenile Court, Chicago, Ill.*) The major cause of warfare—emotional incompetency; the emotional or psychogenic factor of behavioral control. *J. nerv. ment. Dis.*, 1950, 112, 66-74.—The entire symptom-sign complex and basic cause of emotional incompetence are traced to two relatively separable factors: the quantitative factor or intellectual capacity and the qualitative factor. The latter consists of somatogenic, sociologic and psychogenic or emotional facets. Each of these is discussed.—N. H. Pronko.

274. Titiev, Mischa. Cultural adjustment and the interiorization of social values. *J. soc. Issues*, 1949, 5(4), 44-46.—Besides the problem of interiorization of values in the process of socialization of the child, there is also the problem of adaptation to the specific norms of a society in the manner determined by the culture. To handle all the complex problems of socialization requires knowledge of biological, sociological and cultural disciplines.—L. M. Hanks, Jr.

275. Titmuss, Richard M. Problems of social policy. London: H. M. Stationery Office and Longmans, Green, 1950. (New York: British Information Services.) xi, 596 p. \$5.75.—The impact of war upon human beings and social institutions is illustrated by a consideration of certain conditions in Great Britain during World War II. Part I deals with the expected consequences of air attack, and preparations made for evacuation, care of the homeless, and emergency medical service. Part II is concerned with the first evacuation of mothers and children with its attendant social consequences, and the initial disturbances of war. Part III continues the story of evacuation in the face of threatened invasion and actual bombardment. The social consequences of bombardment are discussed. In Part IV, covering the histories of evacuation and hospital services from 1941 to the end of the war, the strain of war on family life dominates.—A. J. Sprow.

276. Van Emde Boas, C., Feith, R., Grewel, F., & Oerlemans, A. C. Mens en gemeenschap. (Man and community.) Purmerend, [Netherlands]: Muusse, 1950. 235 p. Hfl. 6.25.—The writers form a social-analytical working-group which studies phenomena of social psychology with the methods of a dialectic-materialistic founded psycho-analysis. The results of this teamwork are laid down in these social-psychological studies. 65 references.—M. Dresden.

277. Vuillemin, J. L'imitation dans l'interpsychologie de Tarde et ses prolongements. (Imitation in the interpsychology of Tarde and its extension.) *J. Psychol. norm. path.*, 1949, 33, 420-449.

—Tarde's philosophy with respect to the relation of sociology to psychology is presented fully. Many direct quotations from Tarde's writing and from the writing of his followers and opponents are used to document his theory of imitation.—G. Besnard.

278. Wallis, Wilson D. Culture, society, and the individual. *Sthwest J. Anthropol.*, 1950, 6, 41-46.—The question of the reality of culture, society or the individual is given a relativistic answer. Assuming an interdependence of phenomena, the question posed by the investigator takes certain features of the subject matter as for granted and is given an answer in terms of a reality relevant to the question. The student of culture poses questions and answers them in terms that are taken for granted by students of psychology.—L. M. Hanks, Jr.

279. Warren, R. L. (*Alfred U., N. Y.*) Cultural, personal, and situational roles. *Sociol. Soc. Res.*, 1949, 34, 104-111.—A discussion of the three distinct senses in which the term role is used: cultural, personal, and situational. It is felt that the recognition of three levels of social role analysis will facilitate clarity in the consideration of the role concept.—J. E. Horrocks.

280. West, Ranyard. War: its origin in the minds of men. *Lancet*, 1950, 258, 414-416; 457-460.—A politico-sociological discussion in which cultural factors are considered as causes of war.—A. C. Hoffman.

(See also abstracts 26, 50, 76, 78, 542, 544)

METHODS & MEASUREMENTS

281. Doob, Leonard W. (*Yale U., New Haven, Conn.*) The public presentation of polling results. In Mosteller, F., et al., *The pre-election polls of 1948* . . ., (see 75: 295), 29-53.—This chapter considers the words which the polling organizations wrote and spoke about themselves and their data during the 1948 political campaign. Based on press releases and radio scripts, the investigation reveals that the Crossley, Gallup and Roper polling organizations followed journalistic rather than scientific demands. Thus, "they failed to specify adequately their own limitations which are the same as those of any surveying operation."—N. L. Gage.

282. Geiger, Theodor. Some reflections on sociometry and its limitations. *Theoria*, 1950, 16, 36-48.—The future of sociology depends on the development of sociometric methods. A promising start has been made, but serious obstacles have arisen some of which are discussed. The objective framework of society can be thoroughly investigated and described quantitatively, but in dealing with the subjective elements of social life introspection can possibly never be dispensed with altogether. Quantitative methods should be developed to deal with subjective phenomena. Meanwhile introspective methods must be used in a supplementary way. "Methodological orthodoxy gets us nowhere." However, objective results must be separated pains-

takingly from introspective conjecture.—*K. F. Muensinger*.

283. Herskovits, Melville J. The hypothetical situation: a technique of field research. *Sthwest J. Anthropol.*, 1950, 6, 32-40.—Asking an informant not to relate an actual incident but to tell what he would do under specific hypothetical conditions has been found to be an effective technique for overcoming cultural tabus on certain subjects and for revealing questions in material taken for granted by informants.—*L. M. Hanks, Jr.*

284. Houwink, R. H. De Attitude-Interest Analysis Test van Terman en Miles en een proeve van bewerking voor Nederland. (The Attitude-Interest Analysis Test of Terman and Miles and a specimen revision for the Netherlands.) *Ned. Tijdschr. Psychol.*, 1950, 5, 242-262.—A Dutch translation of the Terman-Miles Attitude-Interest Analysis test was prepared and tested with regard to validity. It appears from the results that only few of the original items and some of a supplementary series can be used in differentiating between masculinity and femininity. A Dutch version of the test is proposed which contains only 5 of the original 16 subtests. Attention is drawn to the fact that sex differences as measured by this test are almost purely determined by culture pattern. Also a survey is given of the existing literature concerning the original Terman-Miles test and various criticisms are offered. 39 references.—(Rewritten; courtesy *Ned. Tijdschr. Psychol.*)

285. Hyman, Herbert. (*Nat'l. Opin. Res. Center, Chicago, Ill.*) Interviewing and questionnaire design. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 119-173.—Empirical measurements of interviewing error in the pre-election surveys of 1948 suggest that interviewer performance can affect the data obtained on presidential preferences. But "how much these interviewing factors affected the predictions made cannot be determined from existing data." Potential sources of interviewing error are considered in terms of racial, class, and political composition of field staff; administrative procedures used to control bias; measurement and control of cheating; procedures used to control quality; and recruitment, training, and level of experience. Questionnaire design is considered in terms of comprehensiveness: measures of motivations that might affect preferences; special questionnaires for contingencies; and measures of the rigidity of preferences, latent preferences, likelihood of voting, and eligibility to vote.—*N. L. Gage*.

286. Hyman, Herbert. (*Nat'l. Opin. Res. Center, Chicago, Ill.*) Processing, estimating, and adjustment of survey data; control of error in editing, coding, and tabulation. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 221-224.—This is a brief summary of how the Crossley, Gallup, and Roper polls sought to control errors in editing, punching, and tabulating the data on which the 1948 Presidential Election predictions were based.—*N. L. Gage*.

287. Kahn, Lessing Anthony. The scalability and factorial composition of a universe of content as functions of the level of formal education of the respondents. *Microfilm Abstr.*, 1950, 10(2), 68-71.—Abstract of Ph.D. thesis, 1950, University of Pennsylvania. Microfilm of complete manuscript, 113 p., \$1.41, University Microfilms, Ann Arbor, Mich. Publ. No. 1730.

288. Kephart, William M. (*U. Pennsylvania, Philadelphia.*) A quantitative analysis of intragroup relationships. *Amer. J. Sociol.*, 1950, 55, 544-549.—This paper is an analysis of the quantitative aspects of intragroup relationships. Specific formulas are presented for the determination of the various possible combinatory subgroupings. The question is then raised as to whether the dynamics of group behavior might be better understood through a derived ratio of actual to potential relationships (A.R./P.R.). Fields of inquiry are set up in which the A.R./P.R. hypothesis can be tested.—*D. L. Glick*.

289. McCarthy, Phillip J. (*Cornell U., Ithaca, N. Y.*) The cross-sections used in predicting the 1948 elections. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 81-118.—The author presents the general nature of the sampling problem, and the types of sampling procedures used in predicting the 1948 elections. Quota, probability, and pinpoint samples are described both in general and in terms of specific polling operations in 1948. From specific findings on the role of sampling in the 1948 election predictions, it is concluded that "the available evidence is not adequate to measure the extent to which quota sampling contributed to the systematic errors of the 1948 election predictions."—*N. L. Gage*.

290. McCarthy, Phillip J. (*Cornell U., Ithaca, N. Y.*) Election predictions. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 15-28.—To give a clear picture of the actual predictions in the 1948 elections, tabular summaries are presented of the percentages of votes predicted by various polls and the actual percentages cast for each candidate in various contests.—*N. L. Gage*.

291. McCarthy, Phillip J. (*Cornell U., Ithaca, N. Y.*) Processing, estimating, and adjustment of survey data; use of nonsurvey data in preparation of estimates and determination of the final predictions. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 210-221.—Nonsurvey data are used to correct for discrepancies between the quotas of certain categories of the population in a sample and those in the population. Most state and local polls based their final predictions on the last survey made before the presidential election of 1948. Bases used by Roper, Gallup, and Crossley for final predictions are given.—*N. L. Gage*.

292. Marks, Eli S. (*U. S. Census Bureau, Washington, D. C.*) Processing, estimating, and adjustment of survey data: treatment of undecided responses. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 190-210.—The

pre-election polls of 1948 by Crossley, Gallup, and Roper faced the problem of what to do about individuals in their samples who said they had not decided how they would vote. How these individuals were operationally defined, how many of them there were, how the pollsters handled them in making their predictions, and whether a better allocation of the undecided could have been made on the basis of economic or demographic factors, or of their opinions on issues, are the subjects of this section. From all the evidence available, it is concluded that "the maximum error attributable to the allocation of the 'undecided' did not exceed 1.5 percentage points in any case where 'leanings' of the undecided were obtained and used in allocations."—*N. L. Gage*.

293. Marks, Eli S. (*U. S. Census Bureau, Washington, D. C.*) *The undecided voter.* In *Mosteller, F., et al., The pre-election polls of 1948 . . .* (see 25: 295), 263-289.—The "undecided" group as determined by the polls is highly heterogeneous, the term actually having several possible significances. Differences in interviewing techniques made the degree of this heterogeneity different for the various polling organizations. The following hypotheses are examined concerning persons who say they are undecided: (1) the undecided voter is apathetic, (2) the undecided respondent is "in conflict," (3) the "don't know" response is an evasion used in a stigmatized situation. The author suggests the major lines that research on the undecided voter should pursue. Especially needed are theoretical analyses and systematic hypotheses.—*N. L. Gage*.

294. Mosteller, Frederick, (*Harvard U., Cambridge, Mass.*) *Measuring the error.* In *Mosteller, F., et al., The pre-election polls of 1948 . . .* (see 25: 295), 54-80.—How to measure errors in election forecasting is considered first in terms of eight possible methods. National forecasts, past and present, and errors in state forecasts, past and present, are described in tables and histograms. The performance of the polls is measured against "persistence as an unsophisticated forecasting method, a sort of lower limit of what can be expected." Further, the difficulties in forecasting introduced by the electoral college system are elaborated.—*N. L. Gage*.

295. Mosteller, Frederick (*Harvard U., Cambridge, Mass.*), et al. *The pre-election polls of 1948; report to the Committee on Analysis of Pre-election Polls and Forecasts.* New York: Social Science Research Council, 1949. (Bull. 60.) xx, 396 p. \$2.50.—This bulletin contains the studies on which the SSRC's Committee on the Analysis of Pre-election Polls and Forecasts based its report of December 27, 1948. Each chapter is abstracted separately in this issue.—*N. L. Gage*.

296. Schmid, C. F. (*U. Washington, Seattle.*) *The measurement of public opinion.* *Sociol. Soc. Res.*, 1949, 34, 83-91.—Presentation of a brief history of public opinion polling and present trends in public research. Procedure in making a survey of public opinion is discussed under 7 headings: (1) formula-

tion of problem, (2) selection of population to be studied, (3) construction of a sampling design, (4) formulation of the questionnaire, (5) pretesting the questionnaire, (6) interviewing, (7) analysis of results.—*J. E. Horrocks*.

297. Stephan, Frederick F. (*Princeton U., N. J.*) *Development of election forecasting by polling methods.* In *Mosteller, F., et al., The pre-election polls of 1948 . . .* (see 25: 295), 8-14.—This is a historical sketch of the technical developments that produced the polls of 1948. It considers informal methods, straw votes, polls by standardized field interviews, functions served by polls, the accuracy and adequacy of polls, and their relation to social science.—*N. L. Gage*.

298. Stouffer, Samuel A. (*Harvard U., Cambridge, Mass.*), & MacRae, Duncan, Jr. *Evidence pertaining to last-minute swing to Truman.* In *Mosteller, F., et al., The pre-election polls of 1948 . . .* (see 25: 295), 251-262.—Analysis of post-election surveys by Gallup, Roper and others strongly suggests that there was a swing to Truman near the end of the 1948 Presidential campaign. Why the polls did not foresee this possibility is answered in terms of the sampling biases in Roper's last-week survey. It is demonstrated that weighting poll data to make them approximate census figures on educational distribution and taking into account the differential turnout among educational groups result in improved predictions.—*N. L. Gage*.

299. Thomas, John L. (*St. Louis (Mo.) U.*) *Marriage prediction in The Polish Peasant.* *Amer. J. Sociol.*, 1950, 55, 572-578.—Recent research does not bear out the prediction made by the authors of *The Polish Peasant* of great marital instability among the American Poles. It is suggested that their predictions failed to achieve greater accuracy because they did not seek statistical verification of the representativeness of their data where this was possible. Further, they oversimplified reality by not recognizing the manifold "values" forming an "attitude." Finally, they did not fully consider the possibility of a conflict of "attitudes," resulting in an ambivalence which rendered prediction in certain areas of conduct well-nigh impossible.—*D. L. Glick*.

300. Truman, David B. (*Williams Coll., Williamstown, Mass.*) *Political behavior and voting.* In *Mosteller, F., et al., The pre-election polls of 1948 . . .* (see 25: 295), 225-250.—Assumptions about political behavior and the act of voting are involved in all stages of pre-election surveys. Voting is a group experience; voters conform with the social groups to which they belong. The uniformity of political behavior of family, socio-economic, labor, political, and other groups is discussed. The "coattail" effect, a candidate's achieving success because of stronger candidates on the same party ticket, cannot be verified with available evidence and should be investigated through especially designed studies. The effect of national campaigns on voters' decisions is also largely unknown and needs study.—*N. L. Gage*.

301. Truman, David B. (*Williams Coll., Williamstown, Mass.*) Processing, estimating, and adjustment of survey data; findings on eligibility and turnout. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 174-190.—All three major polling organizations made attempts to sort out those respondents who were unqualified or uninterested in voting in the 1948 Presidential Election. The author critically examines these filtering techniques as used by the Crossley, Gallup and Roper organizations. The special role of turnout of voters as a factor in the 1948 election forecast is considered in terms of the big cities, Iowa, New York, Maryland, and Pennsylvania. It is concluded that the prediction of a Republican victory from a low turnout is unreliable.—*N. L. Gage*.

302. Wilks, S. S. (*Princeton U., N. J.*) Objectives and limitations. In *Mosteller, F., et al., The pre-election polls of 1948 . . .*, (see 25: 295), 1-7.—The Committee on Analysis on Pre-election Polls and Forecasts was set up by the SSRC "to make an immediate examination of available information and to present a report summarizing, as far as possible, the nature and extent of the causes of the errors in forecasting the results in the 1948 presidential campaign and including recommendations for the improvement of polling methods." In this chapter are given the general procedure of the committee and its staff and a delineation of some of the social, non-technical problems with which the committee was not concerned.—*N. L. Gage*.

CULTURES & CULTURAL RELATIONS

303. Canady, Herman G. (*W. Va. State Coll., Institute.*) The contribution of cultural anthropology to the study of human behavior. *Sch. & Soc.*, 1948, 68, 267-270.—The stated purpose of this paper is to "illustrate the increasing importance, particularly of cultural anthropology or ethnology to an adequate understanding of human behavior." The author points out that man's understanding of himself influences social and economic attitudes, racial prejudices and the position he takes regarding the importance of heredity vs. environment in human behavior. The psychologist can gain much insight into variations of behavior when the full forces of cultural differences which impinge upon the individual are taken into account. 40-item bibliography.—*R. S. Waldrop*.

304. Devereux, George. Magic substances and narcotics of the Mohave Indians. *Brit. J. med. Psychol.*, 1949, 22, 110-116.—Magic plants if properly used may cure certain ailments, but if improperly used will cause symptoms such as tongue paralysis, or a rash of red pimples. Certain mineral substances become powerful charms, but likewise are considered to be dangerous, and may produce crippling, terrible headaches, or insanity. A drink made of the plant *datura meteloides* is used to obtain a narcotic dream experience. A psychoanalytic interpretation is given of the integration of charms with Mohave culture. It is thought reasonably certain that charms are adult representations of infantile magical objects.—*E. R. Hilgard*.

305. Devereux, George. (3101 W. 21st St., Topeka, Kans.) The Mohave Indian *kamalo:y*. *J. clin. Psychopath.*, 1948, 3, 433-457.—By analyzing the Mohave *kamalo:y* complex, it was found that the term denotes a woman who is sexually delinquent and who violates the moral standards while encroaching upon certain male prerogatives. Such a person does not stay at home, but associates with a dissolute group caring only for sex. The male counterpart, who follows a similar sex pattern, is considered insane, while the female is considered delinquent or bad. The resumption of proper female behavior usually occurs when a *kamalo:y* is punitively raped and "castrated."—*G. A. Muench*.

306. Devereux, George. Psychodynamics of Mohave gambling. *Amer. Imago*, 1950, 7, 55-65.—"Mohave culture is essentially an unsuitable setting for the development of unbridled gambling propensities, whose temporary gratification takes place at the expense of genitality, by means of a passing regression to oral and anal interests." To the average Mohave, gambling "represents a relatively innocuous temporary return of repressed omnipotence fantasies ('sure to win'), and of oral and anal elements, rather than a neurosis or an addiction in the strictest sense of the term." Two Mohave gambling games are described.—*W. A. Varvel*.

307. Embree, John F. Thailand—a loosely structured social system. *Amer. Anthropol.*, 1950, 52, 181-193.—The social structure gives wide latitude to individual choice. Individualism is emphasized in interpersonal relations, reciprocal obligations rather than duties in the family, instability in formal associations and unpredictable hedonism as a personal goal.—*L. M. Hanks, Jr.*

308. Fischer, H. Th. The concept of incest in Sumatra. *Amer. Anthropol.*, 1950, 52, 219-224.—The word *sumbang* is shown to cover not only cases of sexual relations between certain near kinsmen but also to cover adultery and other offensive acts not in accordance with custom. The term is broadened to mean all acts which are out-of-keeping with the canons of respect.—*L. M. Hanks, Jr.*

309. Goff, Regina Mary. Problems and emotional difficulties of Negro children. *Teach. Coll. Contr. Educ.*, 1949, No. 960. 93 p.—A self-report study of the problems, fears, annoyances, frustrations, and other emotional difficulties which Negro children experience because they are Negro. Data were gathered by interviewing 75 boys and 75 girls ranging in age from 10 to 12 years and living either in St. Louis (60) or in New York City (90). 150 parents "representing contrasting socio-economic levels" in New York and St. Louis was also included. The interview used was given a preliminary tryout and was "standardized on the basis of reports obtained during a two month exploratory period of free discussion designed to discover the kinds of questions that could best elicit the desired information." Conclusions and implications arrived at after

an analysis of the interviews are reported.—J. E. Horrocks.

310. Honigmann, John J. **Incentives to work in a Canadian Indian community.** *Hum. Organization*, 1949, 8(4), 23-28.—The Attawapiskat Cree of subarctic regions are industrious when the work is related to their values and offers quick reward backed by public opinion, but whites find them slothful and unmotivated by wages. Adapting working conditions to Indian expectations is recommended through communication of importance of project, partial payment in food, arranging work to be completed in small units and respecting Indian definition of proper days to work.—L. M. Hanks, Jr.

311. Kutscher, Gerdt. (*Free U. & Latin American Bibliotek, Berlin.*) **Iconographic studies as an aid in the reconstruction of early Chimú civilization.** *Trans. N. Y. Acad. Sci.*, 1950, 12, 194-203.—The study of effigy vessels and vase paintings is shown to help in reconstructing the dress, war, religion, and ceremonials of the early Chimú culture.—J. Bucklew.

312. Mussen, Paul H. (*U. Wisconsin, Madison.*) **Some personality and social factors related to changes in children's attitudes toward Negroes.** *J. abnorm. soc. Psychol.*, 1950, 45, 423-441.—The racial attitudes of 106 white boys were measured before and after intimate contact with Negroes at an interracial camp for 4 weeks. Methods used included the Horowitz Faces test, TAT, social adjustment reports, and interview data. It was found that intimate contact in itself did not insure a decrease in prejudice. "Whether a child increases or decreases in prejudice following such an experience seems to be related to his personality structure and whether or not the camp situation is felt to be a rewarding one." 20 references.—H. P. David.

313. Paul, Benjamin D. **Symbolic sibling rivalry in a Guatemalan Indian Village.** *Amer. Anthropol.*, 1950, 52, 205-218.—Parents in San Pedro la Laguna occasionally fear that a child will eat the soul of its infant sibling. A ritual is prescribed by a shaman and is carried out under his direction. A young chicken is beaten to death on the back of the older child who must later eat it. The beating symbolizes force and the eating appeasement, frequent elements in local discipline. The ritual need arises in adults due to a fear of aggression because of life-long emphasis on constraint and respect for authority.—L. M. Hanks, Jr.

314. Paulme, Denise. **Formes de ressentiments et de suspicion dans une société noire.** (Forms of resentments and suspicion in a colored society.) *J. Psychol. norm. path.*, 1949, 33, 467-480.—The members of the Kissi tribe in French Guinea always display a smile, a great dignity and are very hospitable. Murder and suicide are almost unknown. Their natural resentments, however, need an escape mechanism which is furnished by their belief in sorcery and witchcraft.—G. Besnard.

315. Reichard, Gladys A. **Language and cultural pattern.** *Amer. Anthropol.*, 1950, 52, 194-204.—Linguistic analysis in terms of semantics as well as

morphology and phonetics is an aid to understanding the implicit emotional content of a culture. The concept among the Navaho of good as harmony is morphologically and semantically related to various degrees of interpersonal warmth, trust and cheerful states. Evil, as lack of harmony and impotence to do good, is related to hate, avoidance, envy and anger.—L. M. Hanks, Jr.

316. Scott, G. C. (*Gordon Memorial Coll., Khartoum, British Sudan.*) **Measuring Sudanese intelligence.** *Brit. J. educ. Psychol.*, 1950, 20, 43-54.—The first experiments in intelligence testing in the Sudan demonstrated that translations of foreign verbal group tests were invalid in this situation. Newly-developed tests, with empirical selection of the items, gave apparently valid, and definitely reliable results. These required an oral technique of administration with younger children, although printed forms were effective among older children. Special problems of test administration were encountered, and standardization was hampered by sampling difficulties. A group non-verbal test employing diagrammatic items was adapted and used experimentally, but proved of little value.—R. C. Strassburger.

317. Speck, Frank G. **Midwinter rites of the Cayuga Long House.** Philadelphia: University of Pennsylvania Press, 1949. xiii, 192 p. \$4.00.—This ethnographic description of an eight-day thanksgiving ceremonial for all sustaining spirits not only describes specific rituals but relates them to the tribal social organization, cosmology and history. Two chapters devoted to medicine societies, theory of disease, symptom descriptions and mode of curing are of interest to psychologists. 50-item bibliography.—L. M. Hanks, Jr.

(See also abstracts 224, 482, 488, 548, 577)

SOCIAL INSTITUTIONS

318. Cohen, Lillian. **Family characteristics of homeowners.** *Amer. J. Sociol.*, 1950, 55, 565-571.—Homeownership, for the most part, represents stability and security, both social and psychological, to the modern urban family and is a means of resisting the adverse effects of urbanization on family life. Evidence on the stabilizing effect of homeownership is presented through the analysis of the social characteristics of owner as compared with tenant families.—D. L. Glick.

319. Dahir, James. **Communities for better living; citizen achievement in organization, design and development.** New York: Harper, 1950. xiv, 321 p. \$4.00.—Written to call attention to the social consequences of the local physical environment. Introductory chapters outline general conditions facing urban and rural communities and principles for promoting citizen action. There are chapters on how American communities are being developed today in urban and rural areas. "A chapter on existing planned American communities which have had time to prove themselves is called

'Encouragement from the past' because of the testimony these areas afford about our capacity to maintain both human and property values against the decomposition of time and technological change." Final chapters discuss new local institutions and patterns of life and help for the job that lies ahead. 451-item bibliography.—*A. J. Sprow.*

320. Fisher, Helen H. (*Kimball School, Washington, D. C.*) **Family life in children's literature.** *Elem. Sch. J.*, 1950, 50, 516-520.—Analysis of all references to the family life of the main child character in 43 children's books was undertaken to determine the utility of such literature in education for family living. Parent-child warmth appeared in every story, with praise and approval and conversational companionship being most frequently manifested. All of the stories likewise fostered independence, though in varying degrees, most frequent being parental acceptance of the child's behavior. The books analyzed were thought to present realistically democratic family life, and to contain rich source material for family-life education.—*G. H. Johnson.*

321. Galdston, Iago. **Psychiatry and religion.** *J. nerv. ment. Dis.*, 1950, 112, 46-57.—The author's main purpose is to throw some light on the psychological substratum of religion which is universally present in man, "to relate it to known and accepted psychologic forces and mechanisms and to establish its significance in psychopathy and psychotherapy."—*N. H. Pronko.*

322. Hill, Reuben. (*U. North Carolina, Chapel Hill.*) **Families under stress: adjustment to the crises of war separation and return.** New York: Harper, 1949. x, 443 p., \$4.50.—135 Iowa families showing crises resulting from war separation were selected from a 1% random sample of families with a father in military service. Study was made by means of interview, questionnaire, and tests. Most families showed only temporary disorganization following separation. Previous history of crisis was the best predictor of family behavior in a new crisis.—*C. R. Adams.*

323. Infield, Henrik F., & Maier, Joseph B. (Eds.) **Cooperative group living; an international symposium on group farming and the sociology of cooperation.** New York: Henry Koosis, 1950. vi, 261 p. \$3.50.—Part I, cooperative farming, examines communal settlements and related developments in various countries including the United States, Canada, Mexico, Russia, and Israel. There is a discussion of the extension of the Rochdale principles to cooperative communities; and personal impressions gained from visits to cooperative-minded communities in the U. S. are recorded. Part II, on the sociology of cooperation, reports on research aspects of cooperative living: studies of Matador and Macedonia, the cooperative community as a sociological laboratory, cooperation—a job for applied psychology, and cooperation and mass production.—*A. J. Sprow.*

324. Meng, Heinrich. **Über Ehestörungen.** (Disturbances in marriage.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 112-119.—A number of conditions typical of a group of 10 women are studied, such as frigidity, sexual unfulfillment, and states of sexual excitement, which endanger their marriages. The equally typical origins were a strong father attachment, masochistic tendencies, attachment to a substitute mother, falling in love with homosexual boys, or too hasty a marriage to a partner of feminine type and others. Therapy and prophylaxis are briefly discussed. French and English summaries.—*K. F. Muenzinger.*

325. Poston, Richard Waverly. **Small town renaissance; a story of the Montana Study.** New York: Harper, 1950. x, 231 p. \$3.00.—The story of an experiment designed to enrich rural life in Montana. Community self-study groups provided the organization for making each community which participated in the Montana Study aware of its deficiencies; these communities were then encouraged to initiate constructive measures. In addition to narrating the story of these groups in Lonepine, Darby, Stevensville, Conrad, Lewistown, Libby, and among the Indians in Montana, this records the trials, conflicts, struggles and mistakes of the experimenters. An appendix presents a step-by-step outline of the group organization and study guide used. 12-page classified bibliography.—*A. J. Sprow.*

326. Róheim, Géza. (1 W. 85 St., New York.) **The psychology of patriotism.** *Amer. Imago*, 1950, 7, 3-19.—The psychology of patriotism is discussed from the point of view of its unconscious contents with particular reference to the symbolisms of mother country, of national food (roast-beef of England, paprika of Hungary), and of unique virility.—*W. A. Varvel.*

327. Schwidetzky, Ilse. (U. Mains, Germany.) **The mobility of the sexes in country-town migration.** *Fortschr. Fortschr.*, 1949, 25, 163-164.—The stronger migration of women to the occidental towns violates only seemingly the rule of lesser mobility of women. It is true that more women than men migrate from country to town, but they cover shorter distances, they migrate less frequently than men more than once. They seem to prefer more frequently one change of residence to commuting. In spite of all levelling of modern forms of life, there remains something of those natural sex differences, which everywhere else on earth determine the dynamics of migrations of peoples.—*P. L. Krieger.*

328. Sternberg, Barbara. **Towards an urban sociology of Denver; a select and annotated bibliography with interpretative comments.** Denver, Colo.: University of Denver Press, 1949. vi, 109 p. \$1.85.—This monograph lists with annotations and interpretive discussions research studies having sociological significance which have been made in the city of Denver. The topics include history, population, ethnic groups, social and personal disorganization, government, economics, social wel-

fare, health, recreation, housing, religious, educational and cultural activities.—*C. M. Louttit.*

329. Sullenger, T. Earl. (*U. Omaha, Nebraska.*) The social significance of mobility: an Omaha study. *Amer. J. Sociol.*, 1950, 55, 559-564.—In three research projects on intra-urban mobility in Omaha over a period of some 20 years, the secular trends and the relation of mobility to other social phenomena in the city were investigated. The highest rate of horizontal mobility was found in the older, deteriorated areas; but, as the population moved toward the fringe of the city, more families moved into dwellings which they owned, which means an increasing rate of vertical mobility. This condition contributed to greater stability, less child dependency, fewer cases of old age relief, and less habitual juvenile delinquency. On the other hand, high rates of horizontal mobility were found in areas of instability, unrest, dependency, and crime.—*D. L. Glick.*

330. Winch, Robert F. (*Northwestern U., Evanston, Ill.*) Some data bearing on the Oedipus hypothesis. *J. abnorm. soc. Psychol.*, 1950, 45, 481-489.—Following a series of questionnaire inquiries and a revised analysis of data obtained previously, the author presents a revised hypothesis concerning the culturalized expression of the Oedipus complex: "To achieve their sex-roles, males must achieve independence which involves loosening their Oedipal attachments to their mothers; females . . . need do neither but rather they need only to transfer their dependency from father to husband." 19 references.—*H. P. David.*

(See also abstract 234)

LANGUAGE & COMMUNICATIONS

331. Abakumov, S. I. Ob osnovakh metodiki punktuatsii. (On the bases of punctuational method.) *Izv. Akad. pedag. Nauk RSFSR*, 1947, No. 10, 5-56.—Punctuation is based on peculiarities of sense, as well as on grammatical and rhythmic structure of Russian speech. An extensive critical and historical survey of punctuation in Russian is included and the need for psychological experimentation in the field indicated.—*I. D. London.*

332. Baker, Sidney J. (*c/o Angus & Robertson, Ltd., Sydney, Australia.*) The pattern of language. *J. gen. Psychol.*, 1950, 42, 25-66.—In his examination of the law of abbreviation based on Zipf the author concludes that this law definitely operates in the English language, and also in French and German, and that it is not only a "tendency" as Zipf asserted but a "fact." He proves this by the letter-and-sound-counts method. Furthermore, the author formulates what he calls the law of sense-increase, that "over the broad field of language, the more a word is used the more senses it tends to acquire, just as earlier we have shown that the more a word is used the shorter it tends to become."—*M. J. Stanford.*

333. Brouwer, L. E. J. (*U. Amsterdam, Holland.*) Synopsis of the signific movement in the Netherlands. *Synthese*, 1946, 5, 191-198.—An outline of the history of the signific movement, beginning with the project of an International Academy for Practical Philosophy and Sociology, the primordial task of which was intended to be "the composing of a new vocabulary on the basis of a distinction between the following five levels of language [basic, emotive, utility, scientific, and symbolic] with respect to the different relative importance of the contents of the single words on one hand and their logical connections on the other hand."—*M. Choynowski.*

334. Campbell, Angus, & Metzner, Charles A. (*U. Michigan, Ann Arbor.*) Public use of the library and other sources of information. Ann Arbor, Mich.: U. Michigan, Institute of Social Research, 1950. vii, 76 p. \$2.00.—1151 individuals selected by an area sampling method to represent the total population were interviewed concerning their use of the public library and other media of mass communication. The data indicate that the public libraries serve a highly selected minority characterized in part by higher education, higher economic status, and residence distance in relation to a library. Library users and, even more, persons falling in the heavy book reading group tend to use other means of communication as newspapers, magazines, radio, and movies to a similar high degree. A higher proportion of the population utilized other means of communication than used books.—*C. M. Louttit.*

335. Cheatham, Paul G. (*U. Virginia, Charlottesville.*) A comparison of the visual and auditory senses as possible channels for communication. Dayton, Ohio: U. S. Air Force, Wright-Patterson Air Force Base, Air Materiel Command, 1950. iv, 28 p. (AF Tech. Rep. No. 5919.)—A shift in emphasis from auditory to visual communication requires further research comparing the media. For this purpose the report reviews available data and sources. Need for direct comparison of vision and audition is stressed. 139-item bibliography.—*R. Tyson.*

336. Dobrogayev, S. (*The Laboratory of the Physiology of Speech, Academy of Sciences, Moscow, USSR.*) The science of speech and thought. *Synthese*, 1946, 5, 156-161.—The theories of speech and thought of Pavlov and Marr and their successors clearly expose the utter fallaciousness of the fascist "theories" of the innate superiority of some races over others. Pavlov maintained that speech is a higher conditioned-reflex function of the brain, inherent only to man. By means of a neurophysical process human beings invest words with some signalling value of another, due to many external and internal excitors affecting the nerve elements of the brain, determined by the environment and independent of any racial differences in brain structure between racial groups.—*M. Choynowski.*

337. Korzybski, Alfred. An extensional analysis of the process of abstracting from an electro-colloidal non-Aristotelian point of view. *Synthese*,

1946, 5, 229-232.—Some comments on the process of abstracting, going from happenings (external or internal) on silent, un-speakable level (I), through nervous impact (Silent, II level) and feeling, organismal reactions (Silent, III level), to verbal reactions on IV level, and involving structural neuro-linguistic and structural neuro-semantic issues, problems of interpretations, verbal formalism, etc. 16-item bibliography.—*M. Choynowski.*

338. Lightfoot, Charles. Some effects of the common cold on speech. *Arch. Otolaryng., Chicago*, 1950, 51, 500-513.—Effects of the common cold on the intelligibility of speech are described.—*A. C. Hoffman.*

339. Morris, Charles W. (U. Chicago, Ill.) Science and discourse. *Synthese*, 1946, 5, 296-308.—There are three primary forms of discourse—scientific, aesthetic, and technological. "Scientific discourse is composed of singular statements or the terms that occur in them, theories from which we are able to make new predictions, and the tools of logic and mathematics which we use in making deductions." It is also intersubjective, capable of confirmation by any competent scientist. Aesthetic discourse characterizes itself by conveying value. Technological discourse, in turn, "goes beyond scientific and aesthetic discourse in the fact that it endeavors to incite behavior appropriate to realizing such and such a goal." Scientific knowledge affects our values and gives us control over our means for realizing the values we have. Hence the educational and wider cultural importance of science and of the unity of science becomes very great.—*M. Choynowski.*

340. Pritchard, Earle A. Everyday language and the structure of our total response system. *Synthese*, 1946, 5, 226-228.—Short presentation of the process of abstracting, involved in the description of the objects and events occurring in our environment, from the point of view of the General Semantics Movement of America (with the detailed diagram representing the process of abstracting and being a modification of Korzybski's Structural Differential).—*M. Choynowski.*

341. Reesinck, J. J. M. On Korzybski. *Synthese*, 1946, 5, 221-226.—After giving 12-lines of information about Alfred Korzybski, the author outlines the most important points of his theory, as laid down in *Science and sanity*. "You will say that these things have been said in other form by others, long before *Science and sanity* was written, and I agree. But Korzybski has developed his theory to a system that can be applied and indeed is applied as a means of education. I think some of his methods at least are worth trying in practice."—*M. Choynowski.*

(See also abstracts 39, 564)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

342. Dimock, Hedley S., & Trecker, Harleigh B. (George Williams Coll., Chicago, Ill.) The super-

vision of group work and recreation. New York: Association Press, 1949. xv, 280 p. \$4.50.—The importance of supervision is pointed up and the function, purposes, principles and techniques in agencies of informal education and recreation are indicated and described. The value, qualifications and selection of volunteer leaders and the analysis of jobs are seen to be included in an adequate policy.—*V. M. Stark.*

343. Hunt, J. McV., Blenkner, Margaret, & Kogan, Leonard S. Testing results in social casework: a field-test of the Movement Scale. New York: Family Service Association of America, 1950. 61 p. \$2.00.—An attempt is made to measure the standardized judgment of professional caseworkers on a variable, termed movement. The instrument employed is the Movement Scale which is comprised of four questions which concern themselves with the (1) reliability, (2) applicability and relevance, (3) amount of movement, and (4) feasibility of the method.—*V. M. Stark.*

344. Johnston, Roland Elliott, Jr. Secondary school evaluation for mental health. *Microfilm Abstr.*, 1950, 10(2), 67-68.—Abstract of Ph.D. thesis, 1950, University of Pennsylvania. Microfilm of complete manuscript, 202 p., \$2.53, University Microfilms, Ann Arbor, Mich. Publ. No. 1630.

345. Kasius, Cora. (Ed.) A comparison of diagnostic and functional casework concepts. New York: Family Service Association of America, 1950. 169 p. \$2.00.—The diagnostic and functional groups offer statements of their basic concepts in casework practice and each submits two documented cases.—*V. M. Stark.*

346. Levinson, Frances T. (Jewish Fam. Serv., New York.) Psychological components of supervision in a family agency. *Soc. Caswk*, 1950, 31, 237-245.—A case is reviewed to show the psychological reactions that the function of the family agency stimulates in the client, counselor, and supervisor.—*V. M. Stark.*

347. Lewis, J. B. S. (St. Bernard's Hosp., Southall, Eng.) Training and scope of psychiatric social workers in relation to adults. *Ment. Hlth., Lond.*, 1948, 8, 38-41.—The principal duties of the psychiatric social worker, particularly in hospitals, are listed, and the relationship between the worker and the medical officer is discussed. Some problems in which the social worker must take the lead or must play an active part are presented.—*G. E. Copple.*

348. McNeill, Harry V. Contemporary developments in clinical psychology. *New Scholast.*, 1950, 24, 182-183.—Abstract.

349. Thorpe, Louis P. (U. Southern California, Los Angeles.) The psychology of mental health. New York: Ronald Press, 1950. xiii, 747 p. \$5.00.—This text is designed for mental hygiene, personality dynamics, or psychology of adjustment courses. It reviews the problem of mental health in modern

society, the dynamics of mental health from an eclectic point of view. Three chapters deal with the development of personality, six chapters with conditions marked by inadequate mental health—minor maladjustments, psychosomatic disorders, hostile behavior, sex deviations, neuroses, and functional psychoses. A final section is concerned with improving mental health through the home, the school—through teacher-pupil relationships and through exploiting various subject-matter areas—and the community. Glossary of 24 pages.—W. L. Wilkins.

(See also abstracts 51, 62, 67, 72, 74, 96, 100)

METHODOLOGY, TECHNIQUES

350. Bachman, Myra. (*Delaware State Hosp., Farnhurst.*) The psychiatric social worker in the Delaware Mental Hygiene Clinic. *Delaware St. med. J.*, 1949, 21, 176-180.—The duties of the psychiatric social worker in the Delaware Mental Hygiene Clinic are described and illustrated with two cases. Initial contacting of the patient, learning from patient what the trouble is as he sees it, establishing of contact with parents of the patient; getting the patient to the Mental Hygiene Clinic are indicated as these duties.—F. C. Sumner.

351. Cattell, Raymond B. (*U. Illinois, Urbana.*), & Luborsky, Lester B. *P*-technique demonstrated as a new clinical method for determining personality and symptom structure. *J. gen. Psychol.*, 1950, 42, 3-24.—Although Cattell's *P*-technique was elaborated theoretically in 1946, since then only one systematic demonstration on a normal subject and with a bare minimum of variables has been given. In this paper a second demonstration is made specifically on a clinical case, to bring the method within the ken of workers in those fields in which its greatest application lies. The subject used was a 25-year-old male, white university student who had just been dropped from school for low grades and who a year before had been diagnosed as having peptic ulcer. The data show that "the general hypotheses which provoked this study are in part confirmed."—M. J. Stanford.

352. Jastak, Joseph, & Robison, R. K. (*Delaware State Hosp., Farnhurst.*) The clinical application of factorial measures. *Delaware St. med. J.*, 1949, 21, 169-174.—Factorial scores for 6 individual patients are arithmetically derived. From the 12 subtest scores for each of the 6 patients are computed for each patient his respective factor scores. The possible usefulness of such factor scores in clinical psychology and psychiatry is discussed. Some affinity was observed between patterns of factorial measures and psychiatric diagnoses although this mutuality is not very cohesive. "The main objective of factorial measurement and pattern study is not so much to confirm diagnoses, but to contribute to a fuller understanding and psychological analysis of the personality."—F. C. Sumner.

353. Korner, Ija N. (*U. Utah, Salt Lake City.*) Ego involvement and the process of disengagement.

J. consult. Psychol., 1950, 14, 206-209.—The counselor in the counseling process cannot help but be affected at various times by the client's reactions. It is important that these signs of involvement be recognized in order that projections of the counselor's problems into the counseling process be forestalled. The process of disengagement (stepping back from the situation and evaluating counselor's feeling) is helpful in determining counselor involvement. The recognition of involvement enables the counselor to take precautions against projections.—S. G. Dulsky.

354. Kubis, Joseph F. (*Fordham U., New York.*) Experimental and statistical factors in the diagnosis of consciously suppressed affective experience. *J. clin. Psychol.*, 1950, 6, 12-16.—"Our work in lie-detection demonstrates the possibility of maximizing the objectification of our clinical intuitions through the rigorous application of experimental controls which do not necessarily involve the application of complex statistical procedures. This is possible if the problem is systematically attacked and the instrument or technique not forced to give a multi-dimensional clinical decision in vague multi-dimensional language."—L. B. Heathers.

(See also abstracts 43, 55, 59, 64)

DIAGNOSIS & EVALUATION

355. Bessent, Trent E. (*Norwalk State Hosp., Calif.*) A note on the validity of the Leiter International Performance Scale. *J. consult. Psychol.*, 1950, 14, 234.—Correlation of IQs between the Leiter and Stanford-Binet, L, is .92 on 20 cases. Correlation of mental ages is .93.—S. G. Dulsky.

356. Carp, Abraham L., & Shavzin, Arthur R. (*U. Wisconsin, Madison.*) The susceptibility to falsification of the Rorschach psychodiagnostic technique. *J. consult. Psychol.*, 1950, 14, 230-233.—20 subjects were given the Rorschach twice under conditions designed so that they would give a "good" impression in one instance and a "bad" impression in the other. This study shows that there are some subjects who can manipulate their responses, who can vary their personality picture.—S. G. Dulsky.

357. Cesselin, Félix. *Le Terman-Merrill*. (*The Terman-Merrill.*) *Psyché*, 1950, 5, 464-471.—A brief history of the Binet-Simon test and the subsequent revisions by Terman and Merrill. A French book "Comment évaluer le niveau intellectuel." (How to evaluate the intellectual level) will soon be presented in French. The Terman-Merrill revision has been adapted for French use. It is definitely not a simple translation but a statistically controlled adaptation. The adaptation has been primarily designed for school use but should be useful in many other occasions.—G. Besnard.

358. Derner, Gordon F., Aborn, Murray, & Canter, Aaron H. (*Teachers Coll., Columbia U., New York.*) The reliability of the Wechsler-Bellevue subtests and scales. *J. consult. Psychol.*, 1950, 14, 172-179.—A normal population of 158 subjects was tested and retested with the W-B at

three different intervals. It is concluded that the clinician must use caution in interpreting the meaning of subtest deviations. "In many cases, the degree of reliability is too low to warrant more than the most tenuous hypotheses." The scales can be considered diagnostically dependable with normal subjects. A summary table contains a complete review of all reliability studies reported in the literature.—*S. G. Dulsky*.

359. **Font, Marion.** (*Tulane U., New Orleans, La.*) Some clinical applications of the Rorschach technique in cases of borderline deficiency. *Amer. J. ment. Def.*, 1950, 54, 507-511.—Three cases are presented to show (1) how the Rorschach may confirm mental deficiency or indicate that impairment is on a functional basis, (2) how the Rorschach distinguishes between stable and unstable personality in cases of borderline deficiency and (3) how the Rorschach may reveal a situational and environmental basis for manifested delinquent behavior, rather than a disturbed personality.—*V. M. Staudt*.

360. **Fulchignoni, Enrico; Sbordoni, Gigliola, & Tarroni, Evelina.** Il film e i metodi proiettivi. (The film and the projective methods.) *Arch. Psicol. Neurol. Psichiat.*, 1950, 11, 97-169.—A critical analysis of various projective techniques, with special emphasis on their disregarding the effect of the stimulus on the subject, and the lack of proper consideration as to the influence on the projective process of the level of psychic tension, inhibition, and facilitation. These unfavorable conditions are eliminated by the use of a moving picture which facilitates the process of projection and uses "non-anthropomorphic situations." There is a detailed analysis of the Italian film "Il canarino" used as a group projective technique, with free reports (100 grade school subjects) and with a questionnaire, as applied to 86 subjects, 8-15 years old.—*A. Manoil*.

361. **Hecht, Irving.** The differentiation of certain psychosomatic groups in terms of psychometric patterns; an evaluation of the Wechsler-Bellevue Intelligence Scale and of the Rorschach projective technique to differentiate among the ulcer, colitis, and hypertension groups. *Microfilm Abstr.*, 1950, 10(2), 148-149.—Abstract of Ph.D. thesis, 1949, New York University. Microfilm of complete manuscript, 166 p., \$2.08, University Microfilms, Ann Arbor, Mich. Publ. No. 1530.

362. **Holzberg, Jules D., & Deane, Maurice A.** The diagnostic significance of an objective measure of intratest scatter on the Wechsler-Bellevue Intelligence Scale. *J. consult. Psychol.*, 1950, 14, 180-188.—A measure of intratest scatter (scatter within a subtest) is described. The records of neurotics, organics, and schizophrenics were analyzed. The results show that there are significant differences between these three groups on intratest scatter on various subtests.—*S. G. Dulsky*.

363. **Huth, Albert.** (*U. München, Germany.*) Möglichkeiten und Grenzen des Rorschach-Tests. (Possibilities and limitations of the Rorschach test.) *Grenzgeb. Med.*, 1949, 2, 430-433.—Rorschach exam-

ines only a factor of intelligence, the ability to assimilate, the interpretation of a perception on the basis of an earlier acquired idea. The subjects interpret the figures and the psychologist interprets the answers of the subjects. The contribution of the Rorschach Test to personality study is discussed.—*P. L. Krieger*.

364. **Johnson, A. P.; Ellerd, Arthur A., & Lahey, Thomas H.** The Goodenough Test as an aid to interpretation of children's school behavior. *Amer. J. ment. Def.*, 1950, 54, 516-520.—The use of the Goodenough Drawing-A-Man Test as a projective technique to study personality traits of school children is described.—*V. M. Staudt*.

365. **Kates, Solis L.** (*Michigan State Coll., E. Lansing.*) Objective Rorschach response patterns differentiating anxiety reactions from obsessive-compulsive reactions. *J. consult. Psychol.*, 1950, 14, 226-229.—Rorschachs were administered to 25 anxiety reaction patients and 25 patients with symptoms of an obsessive-compulsive disorder. Munroe Inspection Technique revealed higher maladjustment scores for the anxiety patients. Compulsives gave more responses. Other differential signs are discussed.—*S. G. Dulsky*.

366. **Meehl, Paul E.** (*U. Minnesota, Minn.*) Configural scoring. *J. consult. Psychol.*, 1950, 14, 165-171.—The aim of this paper is to call to the attention of psychologists the technique of configural, or patterned, scoring. Samples of such scoring on the MMPI Scale are given. Configural scoring of structured tests might give some of the advantages of projective tests.—*S. G. Dulsky*.

367. **Pascual del Roncal, Federico.** (*U. Nacional, Mexico.*) Teoría y práctica del psicodiagnóstico de Rorschach. (Theory and practice of the Rorschach technique.) Mexico: University Society Mexicana, S. A., 1949. 521 p.—A brief account of the historical background of the Rorschach technique is followed by an explanation of its administration and interpretation procedure. 154 scored, tabulated and summarized records are given with interspersed comments to demonstrate differentiating record patterns. 637-item bibliography.—*G. Elias*.

368. **Rabin, Albert I.** (*Michigan State Coll., E. Lansing.*) Statistical problems involved in Rorschach patterning. *J. clin. Psych.*, 1950, 6, 19-21.—Since much of the data used in making diagnoses from the Rorschach is still non-quantified and since the relations and probable distributions of these data, if quantified, vary, there are at present no statistical techniques which are really appropriate for analyzing Rorschach patterns.—*L. B. Heathers*.

369. **Schneider, Ernst.** (*U. Basel, Switzerland.*) Neues zum Rohrschach'schen Versuche. (Recent contributions towards Rorschach's experiments.) *Grenzgeb. Med.*, 1949, 2, 52-53.—This paper related the work of H. Fulliger in adapting the Behn-Rorschach Test for use in the entrance-examination of officer-cadets, thereby making it applicable for group-use. Furthermore, similar attempts by R. Kuhn in deriving projected meaning from Rorschach-

tests, and other researches with the Rorschach by P. Mohr, W. Morgenthaler, W. Achmich, G. Zangger, and H. Hiltmann are described.—*P. L. Krieger*.

370. Spitz, —. *De Wechsler-Bellevue Test*. (The Wechsler-Bellevue Test.) *Ned. Tijdschr. Psychol.*, 1950, 126-136.—In D. Wechsler's "The Measurement of Adult Intelligence" a table of weighted scores is calculated only for the age group 20-34; and then this table is used for all ages between 10 and 80 years. This procedure is criticized, and it is suggested that tables of weighted scores for each age group be calculated separately.—(Rewritten; courtesy *Ned. Tijdschr. Psychol.*)

371. Thomae, Hans. *Der Physiognomische Test*. (The Physiognomy Test.) *Grenzgeb. Med.*, 1949, 2, 293-296.—Presented with rows containing 5-8 photographic portraits of different facial expressions, judges are asked to place them according to their respective degree of like or dislike by ranking them in order of preference. It has been shown that young people fixate upon one or two specific, bipolar expressions, whereas the judgment of adults is fairly normally distributed over all the evaluative poles; this is considered to be the consequence of increasing differentiation and structuring of the personal, evaluative emotive dispositions.—*P. L. Krieger*.

372. Wiegersma, S. *Een onderzoek naar de geldigheid van de Szonditest voor de psychologische praktijk*. (Investigation of the validity of the Szondi Test for psychological practice.) *Ned. Tijdschr. Psychol.*, 1950, 5, 108-126.—The possibility to use the Szondi-test as a psychological test is critically evaluated. The major part of this article is concerned with a statistical analysis of test material. The conclusion is that the meaning of the results of the Szondi-test, if any, is totally different from that proposed by its author. In psychological diagnostics this test must be considered a dangerous tool as it induces the psychologist to project his own suppositions in the test data, thereby giving him a false picture of the reliability of his conclusions.—(Courtesy *Ned. Tijdschr. Psychol.*)

373. Wittenborn, J. R. (Yale U., New Haven, Conn.) *The implications of certain assumptions involved in the use of the Thematic Apperception Test*. *J. consult. Psychol.*, 1950, 14, 216-225.—Responses of 100 undergraduates to 8 selected cards were analyzed to yield data pertinent to two hypotheses. There was no discernible tendency for superficially similar response categories to be consistently interrelated. However, response categories were considered to be related with each other in a manner consistent with a dynamic interpretation of behavior.—*S. G. Dulsky*.

(See also abstracts 40, 52, 316, 354, 410, 626, 629)

TREATMENT METHODS

374. Collier, Rex Madison. (U. Illinois, Urbana.) *A basis for integration rather than fragmentation in*

psychotherapy. *J. consult. Psychol.*, 1950, 14, 199-205.—"A basis for integrative or convergent trends among the current disparate emphases in psychotherapy has been described. This basis is found in the proposed identification and quantitative description of continua or dimensions in both technique and therapist-patient relationships. Such continua are suggested as providing a basis for including all the aspects of technique and relationship that have been found effective in psychotherapy." Concrete proposals for research are offered.—*S. G. Dulsky*.

375. Gilman, Leonard, & Paperte, Frances. *Music as a psychotherapeutic agent*. *J. clin. Psychopath.*, 1949, 10, 286-303.—An experimental study to evaluate the effects of music in the treatment of neuropsychiatric disorders was set up at Walter Reed General Hospital. The plan provided 3 major innovations: (1) music was administered only with a physician's prescription specifying the symptoms and desired behavior change; (2) music was selected to produce the predetermined change; and (3) patients were grouped homogeneously to both medical and musical needs. Although the authors recommended additional controlled studies, certain results suggested that unlike psychotherapy, the psychotic patient attended a greater average number of sessions than the non-psychotic, that stimulating music had essentially the same results on both groups, and that sedative music had a decidedly better effect in the psychotic than in the non-psychotic group.—*G. A. Muensch*.

376. Horney, Karen. *Psychotherapy*. *Dig. Neurol. Psychiat.*, 1950, 18, 278.—Abstract.

377. Kotkov, Benjamin. (V. A., Boston Regional Office, Mass.) *A bibliography for the student of group therapy*. *J. clin. Psychol.*, 1950, 6, 77-91.—579-item bibliography covering the period up to June, 1949.—*L. B. Heathers*.

378. Kotkov, Benjamin. (V.A. Mental Hygiene Unit, Boston, Mass.) *Technique and explanatory concepts of short term group psychotherapy*. *J. clin. Psychopath.*, 1949, 10, 304-316.—A technique of short term group therapy as used at the Boston Mental Hygiene Unit of the V.A. with selected patients is described. Both the mechanical and dynamic aspects of the therapeutic situation are explained, although the results of the procedure are to be reported in a later paper. The following aspects of the relationship are discussed: selection of patients; reasons for referral; mechanics, objectives, composition and function of the group; and the role and function of the therapist.—*G. A. Muensch*.

379. Kowert, Edward H. (4235 Harris Ave., St. Louis, Mo.) *A demonstration of the "laboratory method" in the investigation and teaching of group psychotherapy*. *J. clin. Psychopath.*, 1948, 3, 426-432.—A demonstration of group psychotherapy was given before an audience of 50 professional psychiatric workers. The author suggests that such a demonstration affords a method whereby psychotherapy approaches the laboratory method of other sciences since observations may be measured and

confirmed by several observers, makes psychotherapy useful as a teaching tool, and provides a method of investigating the dynamics of group prejudices and conflicts.—*G. A. Muench*.

380. Langer, Maria. *Sobre un detalle insignificante: el fumar durante el análisis.* (On an insignificant detail: smoking during the analysis.) *Rev. Psicoanal.*, B. Aires, 1946, 4, 220-223.—A brief article on the effect of smoking during the period of psychoanalysis.—*L. W. Cosan*.

381. Mueller, Edward E. *An experience with group psychotherapy in Japan.* *Amer. J. Psychother.*, 1950, 4, 293-302.—Approximately half this article is devoted to a brief history of the development of social welfare in Japan. Group therapy methods were recently demonstrated there by the author in order for the group to solve the problems of: (1) rehabilitation of prostitutes, (2) administration of mental hospitals, and (3) child welfare problems, in relation to improvement of welfare conditions. Progress was made, and the results were enlightening. The results of the experiment prove that group therapy can be successful despite language handicaps and cultural setting and differences.—*C. B. Greene*.

382. Overholser, Winfred. (*St. Elizabeth's Hosp., Washington, D. C.*) *An historical sketch of psychiatry.* *J. clin. Psychopath.*, 1949, 10, 129-146.—A brief overview of the history of psychiatry is presented from the time of the early Egyptians in 1500 B. C. to the present time. It is emphasized that psychiatry has developed a large variety of treatment methods but that the contemporary need is for a synthesis of all the schools of thought and methods of approach. It is suggested that we are in a state of regression toward physical methods in the present day with the abundant use of shock therapy and prefrontal leucotomy. This emphasis has resulted from the excessive length and cost of psychoanalysis. The answer may be in new and briefer forms of psychotherapy which utilize the best of what is known from all schools of thought.—*G. A. Muench*.

383. Porter, E. H., Jr. (*U. Chicago, Ill.*) *An introduction to therapeutic counseling.* Boston: Houghton Mifflin, 1950. xi, 223 p. \$2.75.—Offered as an aid to the beginning student of counseling, the volume presents a series of experiences and tests designed to elicit student attitudes and responses to specific therapeutic situations. Exercises provided consider self-evaluative attitudes and psychological climate; responding to the client's internal frame of reference; typical problems in the opening, middle, and closing phases of therapy; and special problems in counseling. A series of tests analyzing counseling procedures are given at the beginning and end of the text. 7-page bibliography.—*H. P. David*.

384. Powell, John Walker. (*4303 Elm Street, Bethesda, Maryland.*) *Group reading in mental hospitals.* *Psychiatry*, 1950, 13, 213-226.—The benefits of group reading are presented in this brief report of the author's "first year's work with reading-

discussion groups of patients in mental hospitals."—*N. H. Pronko*.

385. Rivière, Joan. *Contribución al análisis de la reacción terapéutica negativa.* (A contribution to the analysis of the negative therapeutic reaction.) *Rev. Psicoanal.*, B. Aires, 1949, 7, 121-142.—Spanish translation of article abstracted in 10: 5421.

386. Salter, Andrew. *Conditioned reflex therapy, the direct approach to the reconstruction of personality.* New York: Creative Age Press, 1949. x, 359 p. \$3.75.—A popularly written exposition of Salter's conceptualization of the development of human personality from "the naturalistic viewpoint of Pavlov and Bechtereve." Presents techniques for the expeditious reconstruction of personality in non-psychotic conditions such as shyness, low self-sufficiency, creativity, stuttering, the addictions, anxiety, psychosomatic manifestations, masochism, homosexuality, and psychopathy. Chapter references.—*A. J. Sprow*.

387. Saslow, George, & Buchmueller, A. D. *Flexible psychotherapy in psychosomatic disorders.* *Hum. Organization*, 1949, 8(4), 5-12.—Two cases of duodenal ulcer illustrate the authors' definition of psychotherapeutic treatment as learning new means to solve problems through responses initiated and stabilized in the therapeutic relationship. The therapist need neither seek origins of disorder nor assume passive attitudes but should vary his relationship in order to draw out and stabilize particular responses. A comment by Eliot D. Chapple interprets the therapeutic process in terms of interaction tolerance.—*L. M. Hanks, Jr.*

388. Slavson, S. R. *Analytic group psychotherapy with children, adolescents, and adults.* New York: Columbia University Press, 1950. viii, 275 p. \$3.50.—The purpose of the author is to present "group psychotherapy in a strictly clinical setting and to base its practice on specific and accepted clinical concepts." Group therapy which he finds basically identical with individual psychotherapy and dynamic psychiatry may be divided into 2 general types: (1) Activity (where lack of restraint and lack of interpretation form the treatment process), and (2) Analytic (where the treatment is founded on transference and interpretation). This book is focussed on the latter type.—*G. A. Muench*.

389. Stokvis, Berthold. *Autosuggestieve psychotherapie.* (Autosuggestive psychotherapy.) Loochem: De Tijdstroom, 1950. 137 p. Hfl. 8.95.—A critical dissertation, medical psychologically illustrated. After theoretical contemplations the following problems are discussed: autosuggestive methods of treating, indications and contra-indications, danger and value of the autosuggestive therapy. Finally a tabulated survey of psychotherapeutical results. 135 references.—*M. Dresden*.

390. Wheelis, Allen. (*Austen Riggs Foundation, Stockbridge, Mass.*) *The place of action in personality change.* *Psychiatry*, 1950, 13, 135-148.—The fact that an analyst does not persuade his patient to act in a certain way should not obscure the role of

personality changes that come about in therapy. The discussion is concerned with the theory of such change rather than the technique of therapy.—N. H. Pronko.

(See also abstract 18)

CHILD GUIDANCE

391. Bettelheim, Bruno. *Przypadek Harry'ego.* (The case of Harry.) *Psychol. wychow.*, 1948, No. 3-4, 59-89.—A case-study which contains detailed description and analysis of the changes in symptomatic behavior of a problem boy during his treatment at the Orthogenic School in Chicago.—S. Blachowski.

392. Bettelheim, Bruno. (*U. Chicago, Ill.*) The special school for emotionally disturbed children. In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 145-171.—It is emphasized first, that emotionally disturbed children should be sent to a special school only when rehabilitation is impossible within family situations. The procedure involved in rehabilitation is then discussed in detail. This includes diagnosis, plan of treatment and finally the child's re-entry into normal life.—B. Hall.

393. Freud, Anna. *De psycho-analytische behandeling van kinderen.* (The psycho-analytical treatment of children.) (Transl. Reinsk de Boer.) Amsterdam: "De Spiegel," 1950. 139 p. Hfl. 5.90. Translation of 21: 1846.—M. Dresden.

394. Homburger, Erik. *Configuraciones en el juego; apuntes clínicos.* (Configurations in play—clinical notes.) *Rev. Psicoanál., B. Aires*, 1948, 6, 347-432.—Spanish translation of article abstracted in 11: 4564.

395. Marsh, Helen R. (*Cleveland (O.) Guidance Center.*) Psychologist can help in planning for baby's adoption. *Child*, 1949, 14(5), 68-71.—Means of testing infants are briefly described. Baby in an institution "rates lower than his true potential level as it is revealed when the child is tested again after leaving the institution and being placed in a good adoptive home." Family background, in addition to test results, needs to be considered. Serial testing of questionable children is recommended.—C. P. Froehlich.

396. Pichon Rivière, Arminda A. de. *Psicoanálisis de niños.* (Psychoanalysis of children.) *Rev. Psicoanál., B. Aires*, 1946, 4, 200-219.—Discusses the psychoanalysis of children and the various methods used by certain psychiatrists. 14-item bibliography.—L. W. Cason.

397. Young, Leontine. (*N. Y. Sch. Soc. Wk, Columbia U., New York.*) Placement from the child's viewpoint. *Soc. Caswk*, 1950, 31, 250-255.—The child should be placed at his own pace so that he can accept the change from one experience to another and should have the workers' constant and steady support.—V. M. Stark.

(See also abstracts 191, 458, 583)

VOCATIONAL GUIDANCE

398. Simon, M. *L'orientation professionnelle de Pérou.* (Vocational guidance in Peru.) *Cah. Pédag.*, 1950, 9, 24-27.—Social and professional conditions make vocational guidance in Peru difficult. The author made a great effort in this field during a long stay in Lima.—R. Piret.

(See also abstract 631)

BEHAVIOR DEVIATIONS

399. Grosch, Hans. (*U. Erlangen, Germany.*) *Über motivierte seelische Störungen.* (Concerning motivated mental disturbances.) *Arztl. Forsch.*, 1949, 3, 53-60.—The psycho-pathological, phenomenological view of the different forms of mental disorders allows for a relative differentiation and discrimination of certain kinds of reaction. From the lowest, evolutionary, dispositions of the brain there are transitions to the more differentiated, more ego-centric unspecific reactions and to the disorders bearing the mark of a specific personality. These may be understood only within the framework of a certain constellation and a certain kind of personality in a specific event. But each event is a basic reaction. The relations of these motivated psychic disorders to hysteria, which may be considered as a special psychophysical disposition in psychic development, are discussed.—P. L. Krieger.

400. Hawley, Paul R. *New discoveries in medicine; their effect on the public health.* New York: Columbia University Press, 1950. x, 134 p. \$2.50.—Among these Bampton Lectures in America, delivered at Columbia University, 1949, is one entitled "Modern prevention and treatment of mental disease" (p. 70-94). This reviews in brief the development of psychiatry from Bedlam to modern times and discusses present trends in psychotherapy, shock therapy, and psychosurgery including lobotomy, topectomy, and thalamotomy.—A. J. Sprox.

401. Likhovitskii, M. *Otchet o zasedanii leningradskogo obshchestva psichiatrov i nevropatologov ot 9.X.1949 g., posviashchennom stoletiiu so dnia rozhdeniya akademika I. P. Pavlova.* (Report of the Oct. 9, 1949 meeting of the Leningrad Society of Psychiatrists and Neuropathologists in commemoration of the 100th anniversary of I. P. Pavlov's birthday.) *Nevropat. i Psichiatr.*, 1950, 19(2), 57-59.—Papers on the significance of various aspects of Pavlovian theory for psychiatry and neuropathology were read and workers in these fields exhorted to base their research and theories on Pavlovian conceptions.—I. D. London.

402. Lindzey, Gardner. (*Harvard U., Cambridge, Mass.*) *Frustration tolerance, frustration susceptibility, and overt disturbance.* *Psychiatry*, 1950, 13, 205-211.—The concept of "frustration tolerance" as customarily employed is examined, certain shortcomings of the term are pointed out and programmatically certain means are suggested whereby such

shortcomings may be partially overcome.—*N. H. Pronko.*

403. Sackler, Arthur M., Sackler, Mortimer D., Sackler, Raymond R., & van Ophuijsen, Johan H. W. The research background of a system of neuroendocrinologic formulations. Parts I and II of physiodynamics and some major metabolic disorders. *J. clin. Psychopath.*, 1950, 11, 1-33.—Tentative formulations, which have evolved from 5 years of experimental work, are presented in an attempt to better comprehend the pathophysiology of certain psychiatric processes. Reports of investigations of the therapeutic role of histamine with hospitalized and non-hospitalized psychiatric patients is presented along with a discussion of the effects of massive doses of sex steroids in the psychotic. Some of the fundamental theoretical concepts which have emanated from an extensive experimental program are here integrated into a system called physiodynamics. Experimental and clinical experiences have been related to the theory and are examined within the context of the new postulates presented.—*G. A. Muench.*

404. Saul, Leon J. The punishment fits the source. *Psychoanal. Quart.*, 1950, 19, 164-169.—"... an unconscious mental mechanism is often seen in which 'the punishment fits the motive for the crime.' This can be carried further to cases in which 'the punishment fits the source of the motive.' A person whose hostility is revenge for oral frustration develops oral symptoms," etc.—*N. H. Pronko.*

(See also abstract 32)

MENTAL DEFICIENCY

405. Arthur, Grace. Some factors contributing to errors in the diagnosis of feeble-mindedness. *Amer. J. ment. Def.*, 1950, 54, 495-501.—Several conditions that can lower the reaction level of an individual to a feeble-minded level in spite of normal endowment are described. (1) Physical handicaps that interfere with academic learning and success on some scales for measuring intelligence. (2) Brain injury which occurred at birth or from later accident that interfered with some kinds of intellectual activity but not with others. (3) Severe early illness that delayed but did not prevent mental development. (4) Delayed speech that extends far beyond normal limits, but has not prevented development of non-verbal abilities. (5) Intellectual idiosyncrasies that act as special intellectual disabilities until they are diagnosed and given appropriate treatment and are frequently confused with general mental deficiency.—*V. M. Staudt.*

406. Bensberg, G. J. A test for differentiating endogenous and exogenous mental defectives. *Amer. J. ment. Def.*, 1950, 54, 502-506.—62 subjects were studied (1) to determine the difference in performance of exogenous and endogenous mental defectives on the marble board test; and (2) to investigate the relation of other variables such as mental age and chronological age to performance in

both groups. The findings indicated that the marble board test is a useful tool in differentiating feeble-mindedness caused by brain injury and that due to hereditary defects as shown by the accuracy of reproduction and approach to the problem. However, since both measures are related to mental age one must take the patient's intelligence into consideration before a differential diagnosis regarding etiology can be made.—*V. M. Staudt.*

407. Conover, Merrill B. (U. Pittsburgh, Pa.) Social group work method in mental deficiency. *Amer. J. ment. Def.*, 1950, 54, 526-533.—The role of social group work in an institution for the mentally deficient is discussed.—*V. M. Staudt.*

408. Doll, Edgar A. (Training Sch., Vineland, N. J.) The nature of mental deficiency. *Train. Sch. Bull.*, 1950, 47. Reprinted from *Psychol. Rev.*, 1940, 47, 395-415, (see 14: 5977).

409. Ellis, Albert, & Beechley, Robert M. A comparison of matched groups of Mongoloid and non-Mongoloid feeble-minded children. *Amer. J. ment. Def.*, 1950, 54, 464-468.—40 Mongoloid feeble-minded children were individually matched with 40 non-Mongoloids on the basis of sex, age, and IQ. The two groups were compared on ten personal and familial characteristics gleaned from their complete case histories. Mongoloids were significantly less emotionally disturbed, more often among the last-born, and more often born of older mothers than were the non-Mongoloids. It was also found that there were consistent, but not significant differences which indicated that the Mongoloids came from families where the mothers and fathers were more intelligent, the family economic status was better, the marital conditions were more stable, and the family size was smaller.—*V. M. Staudt.*

410. Engle, T. L., & Hamlett, Iona C. (Ft. Wayne (Ind.) State School.) The use of the Time Appreciation test as a screening or supplementary test for mentally deficient patients. *Amer. J. ment. Def.*, 1950, 54, 521-525.—This paper describes a study of 168 patients who were given both the Stanford-Binet, either Form L or M, and the Time Appreciation Test devised by Buck. IQ's obtained on Buck's test tend to be 5 or 6 points higher than Binet especially at the imbecile level. IQ scores tend to be lower on the Time Appreciation Test than on the Stanford-Binet at its borderline level. There seems to be some possibility that marked differences between Stanford-Binet and Time Appreciation Test scores may have diagnostic value in differentiating psychotic mentally deficient patients.—*V. M. Staudt.*

411. Harms, Ernest. Training for teachers of mentally handicapped children. *Sch. & Soc.*, 1948, 68, 289-292.—The development of interest and facilities in education for the mentally handicapped are discussed as well as the inadequacy of the entire program which in the last analysis depends on adequately trained teachers. In the past and at present the teaching of the mentally subnormal has been relegated to those who could not adjust to the

graded system of the normal child. Teacher preparation should be two or three years of concentrated training "starting with physiology and psychopathology and ending with special social work courses and actual field work."—R. S. Waldrop.

412. Heilman, Ann Elizabeth. (*U. Illinois, Chicago.*) **Parental adjustment to the dull handicapped child.** *Amer. J. ment. Def.*, 1950, 54, 556-562.—In planning services for handicapped children, more emphasis should be placed on expanding therapeutic services to parents, as being one of the best ways of assisting the child to achieve the optimum emotional and social adjustment. The author stresses this after presenting two cases to illustrate how observed parental behavior seems to bear a close relationship to observed child behavior.—V. M. Staudt.

413. Howell, Wallace J. (*Special School, Elmira, N. Y.*) **A measure of community awareness in mentally retarded children.** *Amer. J. ment. Def.*, 1950, 54, 534-539.—A report of a study designed to measure the community awareness of mentally retarded children enrolled in a special school is presented, as well as recommendations for changes in curriculum and in philosophy of teachers in such special schools.—V. M. Staudt.

414. Hulek, Aleksander. **Badanie dzieci o niskim i normalnym poziomie inteligencji metoda sznawianych reprodukcji.** (Experiment on the reproduction of inkblots by the method of "repeated reproductions" with normal and feeble-minded children.) *Psychol. wychow.*, 1948, No. 3-4, 32-50.—Operating with Bartlett's method of repeated reproductions of inkblots in drawing form the author states that normal children are able to recall more inkblots particularly during the first sitting. The worse results of feeble-minded children does not lie so much on the memory side as on the side of comprehension and constructive power. Feeble-minded children are especially poor in keeping the order of forms in the series and their power of discrimination is weaker than in normal children.—S. Błachowski.

415. Johnson, George Orville. **A study of the social position of mentally-handicapped children in regular grades.** *Microfilm Abstr.*, 1950, 10(2), 65-66.—Abstract of Ed.D. thesis, 1950, University of Illinois. Microfilm of complete manuscript, 140 p., \$1.75, University Microfilms, Ann Arbor, Mich. Publ. No. 1664.

416. Kirman, Brian H. (*Fountain Hosp., Tooting, Eng.*) **An "unfinished child."** *Amer. J. ment. Def.*, 1950, 54, 484-494.—A case of diaphragmatic hernia in a "mongolian" infant is described. The child died of broncho-pneumonia. At post mortem the terminal ileum, caecum and appendix were in the thorax. The nature of the unfavorable factors in the intra-uterine environment is discussed. A plea is made for the abandonment of the term "primary mental deficiency" in favor of a comprehensive approach to cerebral and extra-cerebral dysfunction in cases of failure of mental development. 28 references—V. M. Staudt.

417. Landis, Carney. (*Psychiatric Inst., New York.*), & McCune, Donovan J. **The amelioration of amentia.** *Amer. J. ment. Def.*, 1950, 54, 473-475.—A description of the method of shock therapy for the treatment of amentia, as developed by Dr. Eduardo Vasco, is presented. The authors feel that this method is worth a trial in American institutions because of the success with which it has been used in South America.—V. M. Staudt.

418. Le Vann, L. J. (*Provincial Training School, Red Deer, Alberta, Can.*) **A concept of schizophrenia in the lower grade mental defective.** *Amer. J. ment. Def.*, 1950, 54, 469-472.—The resemblance of the clinical entity called idiot to the schizophrenic is so great in the majority of cases according to the author as to justify the coining of a new nomenclature for this particular type of idiot in question, calling him at least for the time being, "congenital schizophrenic." Three typical cases are described.—V. M. Staudt.

419. Levinson, Abraham. (*Cook County Hosp., Chicago, Ill.*) **Medical aspects of mental deficiency.** *Amer. J. ment. Def.*, 1950, 54, 476-483.—Various aspects of mental deficiency are described such as early recognition, diagnosis in the newborn, in infants as well as in older children, etiology, treatment and management of these children. The need for diagnostic centers and for proper personnel is also stressed.—V. M. Staudt.

420. Nordlind, Margaret. (*Dept. Public Instruction, Jackson, Mich.*) **A contribution in the field of mental retardation by the Michigan Vocational Rehabilitation.** *Amer. J. ment. Def.*, 1950, 54, 543-546.—The program of vocational rehabilitation for the mentally retarded in Michigan is described and some sample cases presented to illustrate the type of service that is rendered to those falling in the range of 50 IQ up to dull normal.—V. M. Staudt.

421. Parker, H. T. **The mental defective in school and after.** Melbourne, Australia: Melbourne Univ. Press, 1949. 31 p. 1s. 6d.—The problems of mental defectives in school and in society are described in general and then are discussed with specific reference to Australia.—V. M. Staudt.

422. Schlotter, Bertha E. **Social training for boys and girls.** *Amer. J. ment. Def.*, 1950, 54, 547-550.—Emphasis is placed on the fact that boys and girls in an institution for the retarded can learn valuable lessons in social living by actual social experience which provides for spontaneous experimentation within a socially acceptable pattern of behavior.—V. M. Staudt.

423. Tizard, J., & O'Connor, N. (*Maudsley Hosp., Denmark Hill, London, Eng.*) **The employability of high-grade mental defectives. I.** *Amer. J. ment. Def.*, 1950, 54, 563-576.—Literature bearing on the employability of high-grade defectives is reviewed. It has been noted that whereas there is much evidence to show that many defectives are able to take their place in society after suitable periods of institutional care, little has been written

about either the type of training most likely to achieve this end, or about the prognosis for individual defectives. In other words, while sociological studies have been comparatively frequent, psychological studies bearing upon employability (apart from investigations into the distribution of intelligence) have been few. 83 references.—*V. M. Staudt.*

424. Wardell, Winifred R. (*Sonoma State Sch., Eldridge, Calif.*) **Case work with the mentally deficient.** *Amer. J. ment. Def.*, 1950, 54, 540-542.—The case worker's functions in planning for the care of the mentally deficient are discussed.—*V. M. Staudt.*

(See also abstracts 88, 359, 557, 578)

BEHAVIOR PROBLEMS

425. Anderson, Charles. **Aspects of pathological grief and mourning.** *Int. J. Psycho-Anal.*, 1949, 30, 48-55.—Excerpts from various case histories are presented to show that certain neurotic reactions are actually attempts to solve profound states of depression, which have as their model a successful or unsuccessful solution of the primary loss sustained by the infant.—*N. H. Pronko.*

426. Beecher, Willard. **Guilt feelings: masters of our fate, or our servants?** *Indiv. Psychol. Bull.*, 1950, 8, 22-31.—Investigation should be oriented toward discovering what use an individual makes of guilt feelings rather than toward determining the "cause" of such feelings. The individual develops certain means in order to achieve security. "... all we can do is to improve his conception of what a legitimate or adequate security goal should be." Guilt feelings remove the individual from useful social participation and thus hinder the solution of life problems.—*A. R. Howard.*

427. Bruck, Mark Anton. **Do we need the concept of "guilt feelings"?** *Indiv. Psychol. Bull.*, 1950, 8, 44-48.—The concept of guilt feelings is equated with Adler's "feeling of inferiority." Requests for punishment and self-punishment are motivated by "... the desire to free oneself of inferiority in the eyes of others, one's own, or both."—*A. R. Howard.*

428. Cleckley, Hervey. (*U. Georgia Sch. Med., Augusta.*) **The mask of sanity; an attempt to clarify some issues about the so-called psychopathic personality.** St. Louis: Mosby, 1950. 569 p. \$6.50.—"Concepts formulated approximately 10 years ago" in the first edition, (see 15: 2603), have been modified and the book rewritten. There are four sections, the first of which is an introduction to the problem. The next 20 chapters (Sec. II) present a series of case histories. Cataloging the material (Sec. III) consists of 14 chapters which give an orientation to psychopathic personality and a comparison with other disorders. The final section of 11 chapters deals with the basic difficulty of this disorder, etiological and therapeutic considerations. 226-item bibliography.—*N. H. Pronko.*

429. Dreikurs, Rudolf. **Guilt feelings as an excuse.** *Indiv. Psychol. Bull.*, 1950, 8, 12-21.—"The

development of guilt feelings depends less on past transgressions than on present antagonistic intentions. They are primarily a neurotic mechanism for maintaining good intentions in contrast to actual anti-social attitudes . . . [and] they prevent constructive action under the guise of remorse."—*A. R. Howard.*

430. Feichtinger, Frederic. **The psychology of guilt feelings.** *Indiv. Psychol. Bull.*, 1950, 8, 39-43.—Feelings, as well as all functions, "serve the purpose of adaptation and preservation of Self and the race." Guilt feelings are aimed toward readjustment and improvement, but in the neurotic serve as a mechanism of retreat. In therapy, the individual must be helped to understand the significance of "his unwillingness to try again and his preference for carrying the sense of guilt."—*A. R. Howard.*

431. Foster, Clarence B. **Headache as a symptom of visual disability.** *Amer. J. Ophthal.*, 1950, 33, 773-776.—37.5% of 434 patients suffered from headaches; these patients were grouped according to whether the headaches were frontal or occipital and there was a suggestive correlation between the localization and certain diagnoses of non-pathological visual disabilities.—*D. Shaad.*

432. Freud, Anna. **Relaciones entre fantasias de flagelacion y sueño diurno.** (Relation between beating phantasies and day-dream.) *Rev. Psicoanal., B. Aires*, 1946, 4, 258-271.—Analysis of a day dream of a fifteen year old girl. Repression of the Oedipus complex to the unconscious fails, and it re-emerges in phantasies of beating.—*L. W. Cozan.*

433. Freyhan, F. A. (*Delaware State Hosp., Farnhurst.*) **Craving for benzedrine.** *Delaware St. med. J.*, 1949, 21, 151-156.—From clinical experience the effects of benzedrine are seen varying with normal and psychopathological aspects of personality. With adequate personality functioning where moods do not interfere with the capacity to work, benzedrine does not produce any awareness of psychological changes. On the other hand, in those personalities who are painfully aware of moodiness, sluggishness or hindering fatigue benzedrine seems to exert its maximum psychological effects, producing feelings of cheerfulness, energy, and productivity.—*F. C. Sumner.*

434. Godin, R. P. A. **Sublimation de l'agressivité.** (Sublimation of aggression.) *Psyché*, 1950, 5, 386-403.—Aggression in patients is analyzed in the light of individual differences in interpretation by psychoanalysts. The difference of opinion among clinicians is broken down into two parts—psychoanalytic and spiritual. The author concludes that aggression is only a means to an end and is not an entity. The author's point of view is discussed by several persons.—*G. Besnard.*

435. Haberlandt, W. F. **Contribution à l'étude de la "folie à deux."** (Contribution to the study of folie à deux.) *Psyché*, 1950, 5, 408-412.—Concludes (24: 5943). Several case histories are reviewed. Conclusion in English. 41 references.—*G. Besnard.*

436. Karpman, Benjamin. **Psychopathy as a form of social parasitism—a comparative biological study.** *J. clin. Psychopath.*, 1949, 10, 160-194.—Approaches psychopathy as a particular type of disease and not as a particular type of individual. After relating psychopathy to animal parasitism, the author suggests 2 types of psychopathy: secondary or symptomatic psychopathy and primary or idiopathic psychopathy. The psychopathic trends of the former are actually symptoms superimposed upon a neurotic or psychotic personality structure, while the psychogenetic causes of the latter cannot be discovered. The secondary psychopathy includes approximately 85% of diagnosed psychopaths and may be approached successfully through psychotherapy. The author concludes with an indication of the importance of the problem of the psychopath and a plea for more intensive work from a dynamic orientation.—G. A. Muench.

437. Langer, Marie. **Psicoanálisis de una mujer homosexual.** (Psychoanalysis of a homosexual woman.) *Rev. Psicoanal., B. Aires*, 1948, 5, 565-577.—A case history of a female patient suffering from homosexual tendencies.—L. W. Cosan.

438. Lewinsky, Hilde. **Notes on two special features in a homosexual patient.** *Int. J. Psycho-Anal.*, 1949, 30, 56.—Homosexual and masturbatory features of a case of homosexuality "show the ingenious devices of the unconscious to overcome the threat of castration without giving up forbidden pleasures."—N. H. Pronko.

439. Macalpine, Ida. **A case of 'de-conversion.'** *Int. J. Psycho-Anal.*, 1949, 30, 57-58.—Freud's own case of a de-conversion is compared with a case of the author's to show that the fundamental mechanism in both was a reactivation of the Oedipus conflict with a resultant increased need to pacify the father.—N. H. Pronko.

440. Mauchs, Sydney B. **Psychopathic personality: review of the literature, 1940-47.** *J. clin. Psychopath.*, 1949, 10, 247-275.—A selected bibliography of 66 titles concerning the psychopathic personality is presented and discussed. The literature is reviewed from the organic, descriptive, empirical and psychodynamic approaches, and the author suggests that the majority of articles represent a real attempt to search for the dynamics responsible for the behavior of the psychopath, and that only a few are occupied with simply examining his behavior at a descriptive level.—G. A. Muench.

441. Nydes, Jule. **The magical experience of the masturbation fantasy.** *Amer. J. Psychother.*, 1950, 4, 303-310.—Despite educative measures, fears resulting from masturbation, and in relation to it, still exist, specifically, the popular concept that "one becomes insane." The masturbation fantasy is more than an idle daydream, involving muscular activity and physical changes; however, it contains features which resemble psychotic-like experiences. The fantasy is an expression of power to the individual, after which he faces his reality when shame and guilt manifest themselves. Insofar as the fantasy seems

to involve hallucinatory phenomena, the association between insanity and masturbation, via this specific factor, finds some measure of support.—C. B. Greene.

442. Plottke, Paul. **These feelings of guilt.** *Indiv. Psychol. Bull.*, 1950, 8, 32-38.—Adler's concept of guilt feelings finds support in four case summaries reported by the author. According to the writer, Adler views the feeling of guilt as "a neurotic's attempt to admit his moral obligation so that he is relieved of the necessity for acting on the 'useful side of life.'" The neurotic is thus afforded "an easy 'superiority' on account of his insight into moral relations, which he believes to be clearer than that of others."—A. R. Howard.

443. Racker, Enrique. **Sobre un caso de impotencia, asma y conducta masoquista.** (On a case of impotence, asthma, and masochism.) *Rev. Psicoanal., B. Aires*, 1948, 5, 578-627.—A case history of a youth that was afflicted with impotence and asthma and was a masochist. Analysis revealed that the impotence afflicting the patient was based on the idea that to love means to destroy and to be loved to face destruction. Asthma developed because of the patient's fear of being destroyed by the object, and it represents an attempted defense against such a danger. The patient's masochism has its origin in the submission to an object which seeks to dominate and destroy the subject.—L. W. Cosan.

444. Rosenberg, Elizabeth. **Anxiety and the capacity to bear it.** *Int. J. Psycho-Anal.*, 1949, 30, 1-12.—A resume of the historical development of psychoanalytic theories regarding primary and secondary anxiety is presented in relation to the thesis that "the development and toleration of secondary anxiety as such is not only inevitable but also desirable both as a stimulus to early infantile development and as an essential pre-requisite for the construction of adequate defenses in all danger situations, whether they arise from within or from without."—N. H. Pronko.

445. Rosenfeld, Herbert. **Remarks on the relation of male homosexuality to paranoia, paranoid anxiety and narcissism.** *Int. J. Psychoanal.*, 1949, 30, 36-47.—The development of the psychoanalytic theory of paranoia in relation to homosexuality is discussed. Cases of homosexuality are described that develop paranoia when the defensive function of the homosexuality failed. Projective processes of homosexuals are considered and traced to their root in earliest infantile impulses of forcing the self into the mother.—N. H. Pronko.

446. Seliger, Robert V. **The psychiatrist looks at contemporary alcoholism.** *J. clin. Psychopath.*, 1950, 11, 34-47.—The author presents "an inclusive survey" of contemporary scientific and factual concepts about alcoholism. The discussion is concerned with both the chronic alcoholic and the heavy social drinker, the latter of which the author feels is a more serious problem in our society. The article is written from both a factual and personal point of view, and many value judgments of the author are expressed. The problem is discussed

according to the following topics: psychopathology, psychodynamics, treatment and prevention.—*G. A. Muench.*

447. **Sicher, Lydia.** *Guilt and guilt feelings.* *Indiv. Psychol. Bull.*, 1950, 8, 4-11.—Guilt feelings "... only can develop in an individual who has a poorly developed conscience, not poorly enough to become guilty, not strong enough to be willing to face responsibility." Psychologically the value of such feelings is only equal to that of any other neurotic symptom. In the attempt to achieve self-fulfilment within society, the "really" regretful individual will not simply entertain guilt feelings for past actions, but will try to improve his present situation on the basis of learning from these prior deeds.—*A. R. Howard.*

448. **Singer, Erwin.** *Personality structure of chronic alcoholics.* *Microfilm Abstr.*, 1950, 10(2), 153-154.—Abstract of Ph.D. thesis, 1949, New York University. Microfilm of complete manuscript, 315 p., \$3.94, University Microfilms, Ann Arbor, Mich. Publ. No. 1535.

449. **Sterba, Richard.** (861 Whittier Blvd., Grosse Pointe, Mich.) *On spiders, hanging, and oral sadism.* *Amer. Imago*, 1950, 7, 21-28.—Spiders and vampires have been recognized as symbols of the oral destructive danger of being loved. In a parallel between a clinical observation and a modern short story, the author finds a connection between spiders, hanging, and oral aggression.—*W. A. Varvel.*

450. **Thorner, H. A.** *Notes on a case of male homosexuality.* *Int. J. Psycho-Anal.*, 1949, 30, 31-47.—That anxiety situations are of first importance in the sexual development of an individual and his choice of love-objects is shown in the case of a male homosexual whose breathlessness and choking gave way to passive homosexuality, to active homosexuality and eventually to a heterosexual contact. These changes were related to general development and attitude toward life.—*N. H. Pronko.*

451. **Van Ophuijsen, J. H. W.** *Observaciones sobre el complejo de masculinidad en las mujeres.* (Observations on the masculinity complex in women.) *Rev. Psicoanal.*, B. Aires, 1948, 6, 484-496. (Reprinted from *Int. J. Psychoanal.*, 1924, 5(1).).—A case history of a young girl obsessed with the idea of being a male. The idea of masculinity, closely bound with clitoris eroticism, finds congenial soil in the repression of the strongly developed bladder and urethral eroticism. Failing to effect transference to homosexual and heterosexual objects, there took place a regression to the auto-eroticism stage of libido-development, principally to that of urethral eroticism.—*L. W. Cosen.*

452. **Wells, F. L.** (*Harvard U., Cambridge, Mass.*) *Psychometric patterns in adjustment problems at upper extremes of test "intelligence": cases XXXIX-LVI.* Department of Hygiene referrals. *J. genet. Psychol.*, 1950, 76, 3-37.—Brief summaries of 28 cases include problem of referral, examination data, psychometric observations, comments on obtained findings and follow-up data. The cases are grouped

according to type of problem presented in referral: (1) psychiatric involvement, (2) long standing physical disabilities, (3) anxiety conditions, (4) occupational adjustments, and (5) Grant Study "Lack of purpose and values." The author comments on methods of presenting case materials.—*R. B. Ammons.*

453. **Wexberg, L. Erwin.** (*Bureau of Mental Hyg., Washington, D. C.*) *Psychodynamics of patients with chronic alcoholism.* *J. clin. Psychopath.*, 1949, 10, 147-157.—Chronic alcoholism is defined as the habit of uncontrolled drinking which develops characteristics of "malignancy" in relation to the total personality. An "alcoholic personality" is the consequence of the established alcohol habit and is not preceded by it, and is characterized by deterioration of the person's value system. There is no specific pattern of psychodynamics for alcoholics. The same psychopathological pattern that leads to other types of maladjustment may also lead to alcohol addiction, and the choice of symptoms depends on a variety of factors depending on the particular case. Three case histories are used for illustrative purposes.—*G. A. Muench.*

SPEECH DISORDERS

454. **Blatt, Benjamin.** *The problem of language localization into specific brain areas: psychological tests as a means of localizing brain lesions in patients with aphasia.* *Microfilm Abstr.*, 1950, 10(2), 145-147.—Abstract of Ph.D. thesis, 1949, New York University. Microfilm of complete manuscript, 168 p., \$2.10, University Microfilms, Ann Arbor, Mich. Publ. No. 1527.

455. **Cole, Edwin M.** *Work of the aphasia unit at Cushing VA Hospital.* *J. nerv. ment. Dis.*, 1950, 112, 75-76.—Abstract.

456. **Grewel, F.** *Acalculie.* (Acalculia.) *Ned. Tijdschr. Psychol.*, 1950, 5, 167-219.—A clear distinction is made between disturbances affecting the knowledge and the handling of figures and those affecting number notation or arithmetical procedures; in the first case aymbolia, in the second and third cases asemasic disturbances are present. Acalculia can not be regarded as a uniform disorder but one is confronted with different types of acalculia. Primary and secondary acalculia must be distinguished. Causes for acalculia proper are given. It is pointed out that specific arithmetical counting disturbances as well as figure-disturbances (figure-aphasia, -agraphia, -elexia and deafness) stand apart from acalculia proper. 45 references.—(Courtesy *Ned. Tijdschr. Psychol.*)

457. **Sheehan, Joseph Green.** *The experimental modification of stuttering through non-reinforcement.* *Microfilm Abstr.*, 1950, 10(2), 151-152.—Abstract of Ph.D. thesis, 1950, University of Michigan. Microfilm of complete manuscript, 49 p., \$1.00, University Microfilms, Ann Arbor, Mich. Publ. No. 1586.

(See also abstracts 191, 512)

CRIME & DELINQUENCY

458. Ahnsjo, S. *Behandlung von sozialer Mibangpassung in Schweden.* (The treatment of social maladjustment in Sweden.) *Grenzgeb. Med.*, 1949, 2, 116-120.—Relates how the problem of asocial, juvenile behaviour is treated in modern Sweden, through the planning of child-guidance clinics, through remedial education and private as well as public centres where medical advice is made available.—P. L. Krieger.

459. Brickman, W. W. (*New York U.*) *Juvenile delinquency.* *Sch. & Soc.*, 1948, 68, 305-311.—A comprehensive review of a 25-item bibliography. Tables from FBI reports are presented indicating trends in percentage of total arrests and ages of delinquents involved with infractions of the law. The review covers publications dealing with causes, prevention, as well as psychoanalytic, sociological and psychiatric approaches to treatment. Current developments in treatment, case studies and delinquency in foreign countries are also covered.—R. S. Waldrop.

460. Carp, E. A. D. E. *Sexuele misdadigheid.* (Sexual criminality.) Amsterdam: Strengoholt, 1950, 210 p. Hfl. 9.75.—In these pathopsychological contributions to the knowledge of sexual criminality, the problematic is brought to the foreground in view of some representative examples and longlasting forensic-psychiatric practice. Fetishism is considered as the central problem and it is from the "fetichistical" overrating of the emotional value of an object, that the sexual criminal feels seized upon it and so becomes the victim of own deformed drives. 16 references.—M. Dresden.

461. dos Santos, João Augusto. *Troubles de la conduite et milieu familial.* (Conduct disorders and family environment.) *Enfance*, 1949, 2, 93-122.—Results are reported of a study of the family structure of 500 interned male children and adolescents who had committed delinquencies. The delinquencies were more frequent in certain zones of the city and in broken homes (death, divorce and separation being 6 times greater than in the general population of Paris). Theft is the most frequent delinquency; running away from home is especially noted in boys who have no father; vagabondage is especially noted in boys who have no mother; disciplinary problems are observed most frequently in boys whose father is absent from the home. The author believes juvenile delinquency is a phenomenon of the social order and, as such, can not be explained solely by medical or psychological means.—F. C. Sumner.

462. Fau, René, & Mémin, Charlotte. *Les échecs en matière de rééducation des troubles du caractère.* (Failures in the matter of reeducation of character disorders.) *Enfance*, 1949, 2, 123-132.—A study is reported of the 25% complete failures in reeducation of character in the 4-year experience of the *Maison de Caractériels de Champ-Bayard* at Monta. 40% of these failures are attributed to obviously bad family environments and 60% to family environments outwardly correct. In the bad

family environment group, the family was non-existent, broken, or unfit. In the outwardly correct family environment group, three types of families are distinguished: (1) neurotic families with strong Oedipus fixation; (2) families with paranoidal tendencies; (3) families morally defective.—F. C. Sumner.

463. Fenton, Norman. *The delinquent in the classroom.* In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 48-65.—Suggestions for the teacher in helping delinquent students are given. Emphasize that teacher should examine limitations in her own adjustment. Further suggest that teacher seek the help of guidance specialists in dealing with disturbed pupils.—D. E. Walton.

464. Gerson, Martin J. (*125 E. 84th St., New York.*), & Victoroff, Victor M. *Experimental investigation into the validity of confessions obtained under sodium amytal narcosis.* *J. clin. Psychopath.*, 1948, 3, 359-375.—17 soldiers who were proved guilty of antisocial behavior, but who refused to acknowledge their guilt, were experimentally investigated to determine whether they would confess under sodium amytal narcosis. Each soldier was studied in relation to his total developmental pattern. The findings indicate that the validity of confessed material may be seriously limited by fantasies and delusions which are indistinguishable from truth. Therefore, the authors suggest that there is no such thing as "truth serum."—G. A. Muensch.

465. Glaser, Edward M. (*P.O. Box 1007, Pasadena, Calif.*), & Chiles, Daniel D. *An experiment in the treatment of youthful habitual offenders at the Federal Reformatory, Chillicothe, Ohio.* *J. clin. Psychopath.*, 1948, 3, 376-425.—After approximately three years study of 60 youthful, habitual offenders of average or superior intelligence and good physical health, it was discovered that persistent delinquent behavior is the abnormal social expression of a developmental lag in one or more (but not in all) of five basic personality components: intellectual capacity, emotional, physical, sexual, or functional judgment and reasoning. The habitual offenders differed significantly and unfavorably from the other groups in items such as poor parental harmony and lax home discipline. However, the experimental group seemed to make a better adjustment to society upon release than inmates who did not receive such treatment, and preliminary results indicate a fairly accurate rate of prediction of effective adjustment of released men.—G. A. Muensch.

466. Harris, Dale B. (*U. Minnesota, Minneapolis.*) *Suggestions for the school from recent literature on juvenile delinquency.* In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 247-266.—References are made to the best pertinent material among hundreds of titles examined by the author. Conflicting points of view regarding definition of term, juvenile delinquency, are clarified.

Various opinions on the role of the teacher and the school environment are also discussed with major conclusions listed concerning the shortcomings, success or failure of the latter in preventing and controlling delinquency. 61 references.—*B. Hall.*

467. **Healy, William, & Bronner, Augusta F.** (*Judge Baker Guidance Center, Boston, Mass.*) **What makes a child delinquent?** In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 30-47.—Precipitating cause of delinquent behavior considered to spring from emotional life of the child, his feeling about himself, his conditions and circumstances. Delinquency is viewed then as an impulsive endeavor to find substitutive satisfactions for natural urges which are thwarted in environment.—*B. Hall.*

468. **Henry, Nelson B. (Ed.)** **The forty-seventh yearbook of the National Society for the Study of Education. Part I. Juvenile delinquency and the schools.** Chicago, Ill.: University of Chicago Press, 1948. x, 280 p. \$3.50.—Pertinent chapters are abstracted separately in this issue.

469. **Jones, Howard.** (*Monyhull Residential Special Sch., Birmingham, Eng.*) **Group sentiment and delinquency.** *Ment. Hlth., Lond.*, 1948, 8, 41-44.—Young delinquents are quite often ultra-social rather than anti-social, and they faithfully reflect in their behavior the attitudes of the groups to which they belong. These groups are the family and the juvenile gangs. Attempts to dissipate the gangs are seen as hopeless and suggestions are made as to how youth leaders can utilize them. The problem of low parental standards must be approached on a neighborhood basis. Groups of adults should be encouraged to discuss urgent local problems, including delinquency.—*G. E. Copple.*

470. **McClusky, Howard Y. (U. Michigan, Ann Arbor.)** **How community agencies may help with problems of delinquency.** In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 191-213.—Consideration is made of the community's task in the prevention of juvenile delinquency with suggestions for a positive program. Included in the program are adult education, collection of statistical data on the health, status and care of the community's youth, strengthening of the youth service organizations, controlling harmful community influences, aid in the securing of favorable types of employment, and the location of vulnerable youths approaching delinquent behavior. Community resources available for these activities are listed with suggestions for initiating such a program.—*R. D. Weitz.*

471. **Ojemann, Ralph H. (State U. Iowa, Iowa City.)** **How to work with parents in preventing delinquency.** In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 172-190.—Delineated herein are plans for working with (1) parents of the delinquent child and (2) parents before the child becomes delinquent. In any plan of the former, insight into the parental behavior, a very careful analysis of the child's problem and the

conditions that give rise to it, and the realization that working with parents is essentially a process of guiding the parents' learning, must be included. The author points to the value of laying a foundation for parenthood at school level, supplemented by an effective adult educational program.—*D. E. Walton.*

472. **Plant, James S.** **Who is the delinquent?** In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 14-29.—Delinquency is viewed in the light of the individual's inability to accommodate himself and the consequent loss to society. Seven children, each attempting to make some adjustment to a reality that of itself did not provide warm and inviting outlets for normal growth and development, are described.—*D. E. Walton.*

473. **Robin, Frederick Elliott.** **Reform school: a study in institutional sociology.** *Microfilm Abstr.*, 1950, 10(2), 157-158.—Abstract of Ph.D. thesis, 1950, Columbia University. Microfilm of complete manuscript, 381 p., \$4.76, University Microfilms, Ann Arbor, Mich. Publ. No. 1652.

474. **Strang, Ruth.** (*Teachers Coll., Columbia U., New York.*) **Prevention of delinquency through guided group experience.** In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 66-99.—Guided group experience suggested as an aid to prevention of delinquency since development is affected by the every day experiences of the individual. Types of group work for the various age levels are discussed and suggestions for group work with those who have started on the road to delinquency are given. 17 references.—*R. D. Weitz.*

475. **Van Waters, Miriam.** (*State Reformatory, Framingham, Mass.*) **Special community programs to prevent delinquency.** In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 214-229.—Procedures that may be effectively employed in special programs and projects for prevention and control of delinquency are presented. It includes study of those who need help; survey of community conditions leading to delinquency, with teacher-parent councils cooperating in the study. 32 references.—*B. Hall.*

476. **Wittels, Fritz.** **Cleptomania y otros delitos psicopáticos.** (*Kleptomania and other psychopathic crimes.*) *Rev. Psicoanál.*, B. Aires, 1948, 6, 511-525.—Spanish translation of article abstracted in 17: 1298.

(See also abstracts 359, 392, 473, 583, 585, 595, 596)

PSYCHOSES

477. **Abraham, Karl.** **Diferencias psicosexuales entre histeria y demencia precoz.** (*Psychosexual differences between hysteria and dementia praecox.*) *Rev. Psicoanál.*, B. Aires, 1946, 4, 351-364.—Certain agreements in the structure of hysteria and dementia praecox are mentioned and attempt is made to describe the fundamental differences between these two conditions by means of psychosexual qualities.—*L. W. Cozan.*

478. **Angyal, Andras.** The psychodynamic process of illness and recovery in a case of catatonic schizophrenia. *Psychiatry*, 1950, 13, 149-165.—Through a detailed case history, it is shown how a person who had gone through a rather extended episode of catatonic schizophrenia works out his problem through constructive impulses that lead him to recovery and a resolution of his problem.—*N. H. Pronko*.

479. **Berk, Norman.** A personality study of suicidal schizophrenics. *Microfilm Abstr.*, 1950, 10(2), 155-156.—Abstract of Ph.D. thesis, 1949, New York University. Microfilm of complete manuscript, 201 p., \$2.51, University Microfilms, Ann Arbor, Mich. Publ. No. 1484.

480. **Isaacs, Susan.** Un caso de ansiedad psicótica aguda en un niño de 4 años. (An acute psychotic anxiety occurring in a boy of 4 years.) *Rev. Psicoanál.*, B. Aires, 1948, 6, 433-483.—Spanish translation of article abstracted in 18: 1054.—*L. W. Cason*.

481. **Reichard, Suzanne** (*Piedmont Psychiatric Clinic, Oakland, Calif.*), & **Tillman, Carl.** Patterns of parent-child relationships in schizophrenia. *Psychiatry*, 1950, 13, 247-257.—"This study is an attempt to examine the patterns of parent-child relations of schizophrenics, in order to ascertain the existence of one or more consistent and typical patterns. Our data are derived from the literature and from 13 of our own patients."—*N. H. Pronko*.

482. **Spiro, Melford E.** (*Washington U., St. Louis, Mo.*) A psychotic personality in the South Seas. *Psychiatry*, 1950, 13, 189-204.—Since the nature of abnormality from a cross-cultural perspective cannot be known until we have a large number of concrete cases upon which to build a theoretical formulation, this paper is a contribution to begin to fill in this lacuna in our knowledge through detailed presentation of an incontrovertible case of psychopathy.—*N. H. Pronko*.

483. **Whiteman, Mordecai, & Whiteman, Dorit B.** (*Delaware State Hosp., Farnhurst.*) The application of cluster analysis to the Wechsler-Bellevue Scale. *Delaware St. med. J.*, 1949, 21, 174-176.—In order to investigate the discriminating powers of factorial scores derived from an experimental battery and applied to the Wechsler-Bellevue Scale, the test performances of 50 schizophrenics and 50 police applicants were compared. Highly significant differences were obtained between the scores of reality perception (orthotude) and psychomotor efficiency (somatude) of the normal and abnormal groups. The language polarity and motivational clusters did not yield significant differences, though mild differences were present. It is concluded that within the limits of the authors' experimental population, factorial scores can be applied to the Wechsler-Bellevue Scale to yield objective measurements of clinically important personality characteristics.—*F. C. Sumner*.

(See also abstracts 375, 418, 441)

PSYCHONEUROSES

484. **Bergler, Edmund.** (*251 Central Park West, New York.*) Does "writer's block" exist? *Amer. Imago*, 1950, 7, 43-54.—Ten fallacious arguments against Bergler's concept of "writer's block" are briefly stated and refuted. "The arguments . . . are neither convincing nor intelligent."—*W. A. Varvel*.

485. **Bergler, Edmund.** (*251 Central Park West, New York.*) Psychopathology and duration of mourning in neurotics. *J. clin. Psychopath.*, 1948, 3, 478-482.—Two cases are presented to illustrate two new types of mourners among neurotics. In one type, the cause of the mourning is not repressed aggression, as is true in some cases, but repressed passivity which is reacted to by pseudo-aggression. The second type demonstrates a cold lack of mourning which reflects his desperate fight against his deep emotional involvement.—*G. A. Muensch*.

486. **De Greef, —, Bronfman, —, & Schurmanns, —.** Modifications de la sécrétion gastrique dans les états anxieux et dépressifs. (Modifications of gastric secretion in states of anxiety and depression.) *Acta neurol. Psychiat., Belg.*, 1949, 49, 81-95.—A relation is reported between gastric acidity and states of anxiety and depression as seen in the fact that treatment of these states by electroshock proved beneficial by the largest percentage in achlorhydrics, next in hypochlorhydrics, and least in hyperchlorhydrics. It is thought that the form of the dyschlorhydria can furnish an element of prognosis.—*F. C. Sumner*.

487. **Friedman, Jacob H.** (*Lebanon Hosp., Bronx, N. Y.*) Short-term psychotherapy of "phobia of travel." *Amer. J. Psychother.*, 1950, 4, 259-278.—50 cases of travel phobia were studied in terms of short-term therapy,—18 men and 32 women. Air and sea travel phobia was excluded. All cases failed to show a definite personality pattern. In regard to precipitating factors, 5 had direct frightening experience; 31 associated with some previous frightening experience, yet no direct cause could be determined; 14 became panicky while riding in subways and then further refused to ride. Results indicated 10 females and 2 males unimproved, 10 females and 5 males improved, and 12 females and 11 males with complete recovery. Short-term therapy proved to be of use in cases of travel phobia. Brief case histories are presented.—*C. B. Greene*.

488. **Gloyne, Howard F.** (*Winter V. A. Hosp., Topeka, Kans.*) Tarantism: mass hysterical reaction to spider bite in the Middle Ages. *Amer. Imago*, 1950, 7, 29-42.—Tarantism was actually 2 diseases—a systemic reaction to spider venom, and an anxiety hysterical reaction. For the hysterical reaction the only effective cure was dancing to music which had special characteristics of a sexual nature. "Some of the mass reaction manifested in the dancing mania was based on real fear. But the strongest basis for the etiology of tarantism lies in the symbolism, ambivalence, displacement, phobia formation and other ego defenses of the individual tarantists

plus the psychodynamics manifested when the tarantists grouped themselves together."—W. A. Varvel.

489. Haldane, F. P. Some limitations of psychiatry. *Lancet*, 1950, 258, 793-796.—"The symptoms of a psychoneurosis are themselves of minor import relative to the underlying disorder. . . . The underlying disorder is an abnormality of character or personality leading to an inability to adjust to the life situation in which the patient finds himself. . . . Yet we have seen that character formation is a process that starts in early childhood as a protection against the various serious anxieties of that time, which anxieties it continues to contain in adult life, having by then become more or less set and resistive to change. . . . The general conclusion surely must be that 1 or 2 talks with a psychiatrist are unlikely to effect any very fundamental change in a psychoneurotic patient."—A. C. Hoffman.

490. Russell, R. J. (Three Counties Hosp., Arlesey, Beds., Eng.) Symptomatic treatment of hysteria with intensified electroconvulsive therapy. *Lancet*, 1950, 258, 135-136.—A high recovery-rate (90% or so) was observed in hysterical patients treated by electroconvulsive and immediate rehabilitation therapy.—A. C. Hoffman.

491. Terruwe, A. A. A. De neurose in het licht der rationele psychologie. (Neurosis in the light of rational psychology.) Roermond: Romen & Zn, 1950. 128 p. Hfl. 4.90.—The author explains a doctrine resting on the Aristotelian-Thomistic rational psychology. Starting from the fact ascertained by Freud that the cause of every neurosis is to be found in the repression of some appetite, she proves that such an abnormal result is impossible, when the appetite is directed by reason, as every sensory feeling naturally has been ordered to obey reason. As a conclusion the author lays down rules for the therapy and prevention of the neurosis.—M. Dresden.

(See also abstracts 375, 477)

PSYCHOSOMATICS

492. Albee, George W. (U. Pittsburgh, Pa.) Psychological concomitants of pulmonary tuberculosis. *Amer. Rev. Tuberc.*, 1948, 58, 650-661.—Using two groups of patients in a VA hospital, the experimental group having pulmonary tuberculosis, the control group having other chronic illnesses except tuberculosis, Albee administered the MMPI to both groups. He found that chronically ill patients in general deviate in the direction of maladjustment, with tuberculosis patients being more hypomanic and more feminine while nontuberculous were predominantly more depressed and hypochondriacal. Albee accounts for these differences on the basis of relative degree of comfort and freedom from pain, together with the effect of diet and restriction of activity.—M. A. Seidenfeld.

493. Klein, Henriette R. (Columbia U., New York), Potter, Howard W., & Dyk, Ruth B.

Anxiety in pregnancy and childbirth. New York: Paul B. Hoeber, 1950. ix, 111 p. \$2.75.—In this exploratory study of the psychosomatic relationships in pregnancy and childbirth, "factors within the range of somatic structure, physical health, personality organization, cultural background, and life experiences associated with variations in physiologic and psychologic reactions in pregnancy and delivery" are taken into consideration. Following a description of the study, there are sections on attitudes and reactions towards conception and pregnancy, anxieties: superstitions and misconceptions, psychosomatic relationships, and a summary statement. 27 case histories.—A. J. Sprow.

494. Palmer, D. M. (Ohio State U., Columbus.) Psychosomatic orientations in obstetrics and gynecology. *Ohio St. med. J.*, 1949, 45, 965-970.—This paper gives a brief account of some of the sociological and psychological orientations in the field of obstetrics and gynecology. The importance of interrelationships of mind and body in medicine is cited with special emphasis on the diseases which are peculiar to the female. Following a brief section on background and viewpoints, the psychological and physiological development of the female is followed from early childhood to postmenopausal involution. The final section is devoted to certain clinical conditions of the female.—H. Knoll.

495. Pichon-Riviére, Enrique. Aspectos psicosomáticos de la dermatología. (Psychosomatic aspects of dermatology.) *Rev. Psicoanál.*, B. Aires, 1948, 6, 295-326.—Pruritus is considered as the fundamental symptom in dermatology. It is equivalent to anxiety in the psychic terrain and to pain in the organic, and it would mobilize defense mechanisms constituting what is expressed as the skin disease. Then follows a consideration of the principal traits of the eczema patient: excessive dependence and reactivation in the face of competition. The following concepts are emphasized in dealing with the subject of eczema: suggestion produces experimental eczema, there is interplay between allergic states and emotions, and there is intense vinculation between allergic states and eczema. 72-item bibliography.—L. W. Cozan.

496. Saul, Leon J. Physiological systems and emotional development. *Psychoanal. Quart.*, 1950, 19, 158-163.—Other than oral attachments and relations to the mother are important for general psychological reasons as well as for psychosomatic symptoms. The skin, respiratory and locomotor systems are also pathways for the expression of emotional conflicts.—N. H. Pronko.

(See also abstracts 241, 361, 387)

CLINICAL NEUROLOGY

497. Beres, David, & Brenner, Charles. Mental reactions in patients with neurological disease. *Psychoanal. Quart.*, 1950, 19, 170-191.—A series of nine hospitalized patients with various diseases of the nervous system showed that mental symptoms

were related to the disability in terms of the patient's unconscious conflict. The illness is or is not traumatic because of presence or absence of such unconscious conflicts.—*N. H. Pronko*.

498. Busemann, A. *Demenz als Dauerfolge von Hirnverletzungen*. (Dementia as a permanent sequel to brain injuries.) *Schweiz. Z. Psychol. Anwend.*, 1950, 9, 119-128.—The psychological examination of 712 cases with brain injuries brought out many instances of intellectual impairment, but only 14 instances of disturbance in thinking. French and English summaries.—*K. F. Muensinger*.

499. Critchley, Macdonald. (*King's Coll. Hosp., London, Eng.*) *The body-image in neurology*. *Lancet*, 1950, 258, 335-340.—Chief among the factors contributing to the formation of the body-image are visual experiences, tactile impulses, and proprioceptive stimuli. So firmly rooted is the body-image (e.g. phantom limbs) that a cortical ablation or an intercurrent hemiparesis may be required to obliterate it. The body-image rarely remains confined to strict anatomical limits but may incorporate inanimate objects (e.g. clothing, jewelry, automobile); in fact, there is a compelling propensity to enhance it (frequent and unnecessary bodily movements, cosmetics, tattooing, elaborate clothes, etc.). Psychopathological aspects and distortions of the body image are described.—*A. C. Hoffman*.

500. Denny-Brown, D. *Disintegration of motor function resulting from cerebral lesions*. *J. nerv. ment. Dis.*, 1950, 112, 1-45.—The contribution of the various areas of the brain to normal movement is considered from the viewpoint of neuropathology. It is concluded that there is "no 'center' for spasticity, rigidity or involuntary movements nor may a 'pathway' be expected for these functions. Each is the outcome of partial or complete release of a formal component in movement from its natural competitor."—*N. H. Pronko*.

501. Donahue, Hugh C. (520 Commonwealth Ave., Boston, Mass.) *Migraine and its ocular manifestations*. *Arch. Ophthal.*, Chicago, 1950, 43, 96-141.—Migraine is considered as a symptom complex. Various ocular disturbances, as well as endocrine irregularities, may be considered as productive of migraine, but adequate confirming evidence is lacking. Extensive bibliography.—*S. Ross*.

502. Gellner, Lise. *The mentally handicapped child*. *Lancet*, 1950, 258, 881-882.—In educating sense-handicapped children, attention should be paid to the nature of the brain lesion rather than dismiss the child as intellectually handicapped. For example, children with visuo-motor defects are educationally in much the same position as the blind, in spite of the former's ability to "see."—*A. C. Hoffman*.

503. Hanvik, Leo J., & Andersen, A. Lloyd. (Minneapolis (Minn.) V.A. Hosp.) *The effect of focal brain lesions on recall and on the production of rotations in the Bender Gestalt test*. *J. consult. Psychol.*, 1950, 14, 197-198.—The brain-damaged

group exceeds the control group significantly in producing rotated figures. There is no difference between the brain-damaged group and the control group in number of figures recalled. Within the brain-damaged group (sub-group with dominant hemisphere damage, sub-group with non-dominant hemisphere damage) there was no difference in performance.—*S. G. Dulsky*.

504. Heilbrunn, Gert. *Psychodynamic aspects of epilepsy*. *Psychoanal. Quart.*, 1950, 19, 145-157.—Results of analysis of a group of five idiopathic convulsive patients lead to the conclusion that passive dependency on the mother was the psychodynamic basis from which the secondary mechanisms developed.—*N. H. Pronko*.

505. Kardiner, Abraham. *Bioanálisis de la reacción epileptica*. (The bio-analysis of the epileptic reaction.) *Rev. Psicoanal. B. Aires*, 1949, 7, 10-120.—Spanish translation of article abstracted in 7: 2421.

506. Manson, Morse P. (Birmingham V.A. Hosp., Van Nuys, Calif.) *The measurement of intelligence of one hundred two male paraplegics*. *J. consult. Psychol.*, 1950, 14, 193-196.—A group of 102 male paraplegics had a mean IQ of 108.7. Paraplegics completing vocational advisement and developing training programs leading to specific work objectives had higher mean IQs than paraplegics not completing advisement. No substantial evidence of mental deterioration due to injuries pertaining to paraplegia was found.—*S. G. Dulsky*.

507. Mueller, Alfred D. (V.A. Hosp., Memphis, Tenn.) *Personality problems of the spinal cord injured*. *J. consult. Psychol.*, 1950, 14, 189-192.—Personality characteristics and attitudes revealed most frequently are: situational depression, immature emotional expression, ambivalence and indecision, and unrealistic thinking. The suggested solutions for overcoming these handicaps are largely psychological in nature and involve helping the patient accept reality, establish independence and self-sufficiency, and take an active part in his own rehabilitation. A successful program, based on this approach, is discussed.—*S. G. Dulsky*.

508. Nagliati, Onorio. *Il fattore genotipico nella paralisi progressiva*. (The genotypical factor in general paresis.) *Arch. Psicol. Neurol. Psichiat.*, 1950, 11, 170-188.—Two cases of progressive paralysis with detailed genetic analysis are presented: two brothers having heredo-degenerative characteristics develop general paresis although the source of infection is different. Various theories as to the nature of general paresis and its causes are presented. 134-item bibliography.—*A. Manoil*.

509. Quadfasel, F. A., & Guhleman, H. V. *Preliminary report of problems of induction of the epileptic patient*. *J. nerv. ment. Dis.*, 1950, 112, 79.—Abstract.

510. Sargent, Frank. *Value of electromyography in clinical neurology*. *Lancet*, 1950, 258, 937-943.—The interpretation of electromyographs in diagnosing nerve disorders is described.—*A. C. Hoffman*.

511. Tournay, Auguste. *Sur les enfants paralysés; remarques et réflexions d'un neurologue.* (On paralyzed children; observations and reflections of a neurologist.) *Enfance*, 1949, 2, 1-6.—The author describes the following aspects of the Paris treatment center for paralytic children with which he is connected as neurologist: (1) the physical plant; (2) the staff; (3) the little patients, intern and extern, suffering from sequelae of poliomyelitis (50%), from sequelae of encephalopathies (40%); from obstetrical paralyses, acquired hemiplegias, etc. (10%); (4) modes of treatment.—F. C. Sumner.

(See also abstract 125)

PHYSICALLY HANDICAPPED

512. [Anon.] *Formirovanie elementov rechi u glukhonomogo rebēnka.* (Formation of elements of speech in the deaf-mute child.) *Vestn. Akad. Nauk S. S. S. R.*, 1950, 20(4), 111-112.—Deaf-mute children, with practically no hearing, possess the ability to analyze auditory stimuli, supplied by means of a newly-developed apparatus, and quickly to correct defects in their own speech even though never heard before.—I. D. London.

513. Blackburn, Alan R. (323 Saddler Road, Bay Village, O.) *The Army blind in the U. S.* In *Zahl, Paul A. Blindness*, (see 25: 540), p. 272-287.—A report on the advanced part of the Army's blind rehabilitation program as carried out at Old Farms Convalescent Hospital (Sp) at Avon, Conn. through which 850 blinded men passed during its active period from June, 1944 to June, 1947. The functions of the various departments, such as orientation, psychological, occupational therapy, prevocational, industrial, business training, academic, recreational, are described. "Old Farms has given extensive evidence that the newly blinded can be 'processed' to learn to be blind in a period of from six months to a year if there is personnel, equipment, and a program available."—B. Lowenfeld.

514. Cooper, Franklin S. (*Haskins Laboratories, New York.*) *Research on reading machines for the blind.* In *Zahl, Paul A. Blindness*, (see 25: 540), p. 512-543.—A reading machine capable of producing intelligible sounds directly from the printed or typewritten page is greatly needed. Early developments of reading machines such as the optophone and the visagraph are described. The Committee on Sensory Devices is responsible for renewed research, which considered not only the machine but also the proper linkage of man to machine. In a discussion of reading rate a minimum of about 100 words per minute is considered desirable for a reading machine. Most machines tested operated by generating sounds from the printed letter, but such letter-by-letter presentation can not be read at useful rates. Therefore research on the development of a recognition machine and on the physical characteristics of speech is continuing. 30 references.—B. Lowenfeld.

515. Corner, George W. (*Carnegie Inst. of Washington, Baltimore, Md.*) *The Committee on Sensory Devices.* In *Zahl, Paul A. Blindness*, (see 25: 540), p. 431-442.—During its four years of work from 1944 to 1948 the Committee undertook research along four specific lines: (1) devices for reading ordinary print by the totally blind, (2) guidance device for ranging and obstacle-finding, (3) optical magnifiers to aid persons of limited visual acuity, (4) improvement of the "Visagraph," a machine for the production of enlarged embossed images of print, diagrams, etc. A summary of the progress in each field is given. It is recognized that the basic problem is "the ability of the human user to make practical use of the sense-stimulations afforded by these instruments" and fundamentally it is of biological and psychological nature. The next phases of the work will require chiefly the methods of experimental psychology.—B. Lowenfeld.

516. Cutsforth, Thomas D. (*2007 Wilshire Blvd., Los Angeles, Calif.*) *Personality and social adjustment among the blind.* In *Zahl, Paul A. Blindness*, (see 25: 540), p. 174-187.—"It is the purpose of this chapter to describe and discuss specifically the personality factors that the condition of blindness induces when an individual so affected attempts to live in a social world unaccustomed to the condition of blindness."—B. Lowenfeld.

517. Dabelstein, Donald H. (*U. S. Off. Vocational Rehabilitation, Washington, D. C.*) *Vocational rehabilitation of the blind.* In *Zahl, Paul A. Blindness*, (see 25: 540), p. 191-205.—It is estimated that there are about 98,000 blind men and women within the age group 15 to 64, of whom about 60,000 may be capable of being self-supporting. The Office of Vocational Rehabilitation is responsible for the administration of the program while State agencies actually operate, supervise, and control the services. These involve the following five basic factors: case finding, case study, counseling, preparation for employment, placement. The program has resulted in an increase in the number of rehabilitated blind persons from 988 in 1944 to 2193 in 1947. The distribution of blind rehabilitants covers the entire range of occupational levels and is quite similar to that of the entire sighted labor force.—B. Lowenfeld.

518. Duncan, William. *Taking their place in the community.* *Spec. Schs. J.*, 1950, 39(1), 8-17.—As a result of this account of some of the work of the Youth Employment Services in Liverpool and by examples quoted, it has been demonstrated conclusively that, by means of sound vocational guidance, suitable employment or training and by encouragement during the early years, the majority of handicapped young people can take their place in the community.—(Courtesy of *Bull. Curr. Lit. Nat. Soc. Crippled Child.*)

519. Farrell, Gabriel. (*Perkins Inst. and Massachusetts School for the Blind, Watertown.*) *Avenues of communication.* In *Zahl, Paul A. Blindness*, (see 25: 540), p. 313-345.—An historical treatment of the

development of reading and writing by the blind. The origin of embossed line type and its development in America, the story of braille and the ensuing battle over its adoption in preference to other dot systems, are described. The mechanical production of braille, writing of script, typing, and writing of braille by hand and machine, and the role of the American Printing House for the Blind and of the Library of Congress' division for the blind, are discussed. The problems of the partially seeing in regard to writing and to reading have only lately received greater attention. Besides large type books, devices for magnification and projection of print are being constructed and studied.—*B. Lowenfeld*.

520. **Frampton, Merle E.** (*New York Inst. for the Education of the Blind*) Rehabilitation procedures in the Navy, Marine Corps, and the Coast Guard. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 288-293.—Discussion of the principles applied in the training center for blinded personnel at the Philadelphia Naval Hospital with particular attention given to the part of the program carried out by the New York Inst. for the Education of the Blind. Objectives pertaining to morale and objectives relating to vocational orientation are enumerated.—*B. Lowenfeld*.

521. **Fraser, Ian.** (*St. Dunstan's, London, Eng.*) The service war-blinded in Great Britain. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 294-309.—St. Dunstan's is a private organization sanctioned by Act of Parliament which has served the British war-blinded of two world wars and also has branches overseas. "No special course of psychological treatment was given; indeed any idea that it was necessary was excluded from discussion with the average young blinded person. Good surroundings, a busy day, the example of students who had already made progress, and the presence of older war-blinded men as teachers induced rapid recovery and a zest for life." The details of the program are presented with particular stress of the occupational rehabilitation efforts and successes. Special devices designed and made at the St. Dunstan's workshops are described, including those for doubly handicapped men.—*B. Lowenfeld*.

522. **Greenwood, Lloyd.** (*Blinded Veterans Association, Inc., Washington, D. C.*) The blinded veteran. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 261-271.—Of the approximately 1400 young men blinded in World War II, about 65% were blinded as a result of enemy action, 18% by accident and 17% by disease. A study in 1946 of 367 cases indicates that 57% were totally blind or had only light perception. After an initial stay in Army and Navy General Hospitals, the blinded soldier was transferred to one of the eye centers in the U. S. After medical treatment was finished Army veterans went to Avon Old Farms Convalescent Hospital and Navy veterans to Philadelphia Naval Hospital. When finally discharged blinded veterans returned to their home communities where vocational training under the Veterans Administration was available to

them. These programs are critically discussed.—*B. Lowenfeld*.

523. **Haskins, Caryl P.** (*Haskins Laboratories, New York*) Electrical and magnetic production of "phosphenes" and their possible application to problems of the blind. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 544-571.—It has long been known that sensations of light can be induced by electric stimulation of the intact human eye in total darkness. Such bright spots or "phosphenes" also result from magnetic stimulation and from pressure. It is suggested that these phosphenes are closely similar in kind and can probably be referred to effects occurring primarily in the retina. Possibilities of electrical induction of phosphenes in cases of blindness with an intact and functional retina are considered. 25 references.—*B. Lowenfeld*.

524. **Hayes, Samuel P.** (*Perkins Inst. and Massachusetts School for the Blind, Watertown*) Measuring the intelligence of the blind. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 141-173.—A short historical review of the development of intelligence tests for the blind is followed by a chapter presenting evidence concerning the validity and reliability of the Interim Hayes-Binet and the Wechsler-Bellevue scales in measuring the intelligence of the blind. It is recommended that younger blind children be tested first with the Interim Hayes-Binet and older pupils and adults first with the 6 verbal tests of the Wechsler-Bellevue, the Interim Hayes-Binet being used for retesting. Relatively few modifications in test procedure are necessary. The use of group intelligence tests is recommended only for general surveys. 27 references.—*B. Lowenfeld*.

525. **Jerome, Edward A., & Proshansky, Harold.** (*Naval Medical Research Inst., Bethesda, Md.*) Factors in the assay and use of guidance devices. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 462-494.—Research on the "obstacle sense" of the blind is reviewed. In the evaluation of guidance devices at the Haskins Laboratories 4 testing procedures were used with the following results: (1) Indoor obstacle avoidance tests revealed that the use of a device reduced the number of collisions by from 92 to 31%, as compared with the total number of errors made without a device. (2) Indoor tests of special functions such as stepping down at sidewalk-curb or stairway-head proved only one device as showing any promise of being capable of the required detection. (3) Auditory and tactful signals and electrical skin stimulation were evaluated as methods of signal presentation. Direct electrical stimulation of the skin was found to be most promising. (4) Outdoor tests demonstrated the performance of the devices and their design principles and resulted in a preliminary "job analysis."—*B. Lowenfeld*.

526. **Keeney, Arthur H., & Keeney, Virginia T.** (*1103 Heyburn Bldg., Louisville, Ky.*) Blindness among practicing physicians. *Arch. Ophthal., Chicago*, 1950, 43, 1036-1055.—The writers present the results of a survey describing the successful adjust-

ment of historical and contemporary physicians to visual loss.—*S. Ross.*

527. **Lashley, Karl S.** (*Yerkes Laboratory of Primate Biology, Orange Park, Fla.*) **Psychological problems in the development of instrumental aids for the blind.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 495-511.—Instrumental aids for the blind aim at conveying information available to the eye through other sense organs. Isolated visual functions may be mechanically duplicated but to reproduce in one instrument the varied capacities of the eye is at present impossible. Possible is the serial presentation of stimuli and their translation from temporal to spatial relations by the recipient. Learning to use sensory devices, form perception, non-visual space constructs, selection of sensory avenues, psychological demands of instruments of different types, social adjustment to instrumental aids, and enrichment of the environment are discussed.—*B. Lowenfeld.*

528. **Lende, Helga.** (*American Foundation for the Blind, New York.*) **The blind and the professions.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 233-246.—The blind professional man, in order to succeed, must be better trained, have more ambition, and be more resourceful than his seeing competitor. Professional opportunities are divided into two groups. Those within agencies for the blind, such as agency executives (38), rehabilitation agents (about 100), home teachers (175), superintendents in schools for the blind (3), teachers and officers in schools for the blind (249) and those in competition with seeing persons, as for instance, law, teaching, insurance, social work, divinity, music, physiotherapy, osteopathy, chiropractic, professional writing.—*B. Lowenfeld.*

529. **Maxfield, Kathryn E.** (*City Coll., New York.*) **The preschool blind child.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 71-88.—The incidence of blindness in children is increasing and two important contributing causes, congenital cataract and retro-lental fibroplasia, are discussed. After defining the blind preschool child, present provisions for them are reported which include a variety of services such as visiting counselors, day nursery schools, residential nurseries, summer institutes, placement in regular day nursery schools and in foster homes. The purposes and functions of these are evaluated. Psychological factors in the blind child's development and efforts to devise early diagnostic instruments are discussed. 29 references.—*B. Lowenfeld.*

530. **Menninger, Wm. C.** (*Menninger Clinic, Topeka, Kans.*) **Emotional adjustments for the handicapped.** *Menninger Quart.*, 1950, 4(2), 1-7.—We are badly in need of tested knowledge about the emotional reactions to physical crippling and the most effective ways of dealing with these. Historically, assistance to the physically handicapped has been chiefly the provision of physical repair and mechanical aid. The modern worker with handicapped people must be alert to the secondary gains of being crippled and must try to lessen the tendency

toward disillusionment, depression and periodic resignation. Attention is given to the special problems of the child whose handicap has existed since birth and of the adult whose handicap is of recent origin.—*W. A. Varvel.*

531. **National Society for Crippled Children and Adults.** **Bibliography on the psychology of the handicapped.** Chicago: Author, 1950. 57 p. Gratis.—A 345-item bibliography, annotated, covering literature of psychological interest such as testing, mental hygiene, and parent-child relations, on all types of physically handicapped.—*C. M. Louttit.*

532. **Plants, Stella E.** **Home teaching and casework with the blind.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 119-140.—The importance of the influence of family life on the growing blind individual is stressed and preventive casework is recommended to avert much of the personality damage and poor family adjustment now found. The development of home teaching programs for the adult blind, selection and training of home teachers, problems and aims of home teaching, the relationship of the caseworker and the home teacher within the program of the Family Service Association are discussed. Short case studies of 4 blind children and of 2 blind adults are presented. 20 references.—*B. Lowenfeld.*

533. **Ramsay, R. M.** **Amblyopia ex anopsia.** *Arch. Ophthal.*, Chicago, 1950, 43, 188-189.—Abstract and discussion.

534. **Ritter, Charles G.** (*American Foundation for the Blind, New York.*) **Devices to aid the blind.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 389-422.—After an historical discussion of the sources of devices a detailed description of the devices themselves is given, among them those for communication, recording machines and records, systems for music notation, aids in algebra and geometry, geography, and devices for measurement. Comfortable daily living for the blind is based more on system and techniques, though some useful aids in sewing, cooking and particularly travel have been developed, also for industrial, agricultural and professional blind workers. Numerous devices for recreational use exist. The deaf-blind and amputee-blind need various special aids and adaptations of devices. 22 references.—*B. Lowenfeld.*

535. **Salmon, Peter J.** (*The Industrial Home for the Blind, Brooklyn, N. Y.*) **The deaf-blind.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 224-232.—Education of deaf-blind children began in 1837 when Samuel Gridley Howe started to work with Laura Bridgman. At present Perkins Institution, New York Institute for the Education of the Blind, and the California School for the Blind have special deaf-blind departments. Organized work with the adult deaf-blind is comparatively young. The Industrial Home for the Blind in Brooklyn has been active for over 30 years in the rehabilitation of deaf-blind clients. Its vocational, social adjustment and community programs are described. The Helen Keller Department for the Deaf-blind of the Ameri-

can Foundation for the Blind promotes services for the deaf-blind in the U. S. An incomplete census shows that there are at least 1745 deaf-blind persons in the U. S.—*B. Lowenfeld*.

536. **Salmon, Peter J.** (*The Industrial Home for the Blind, Brooklyn, N. Y.*) **Problems of the blind in industry.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 206-223.—The importance of home teaching of the adult blind in the rehabilitation process is stressed. Special workshops for the blind have two main functions: (1) induction of capable blind persons into competitive business or industry, (2) provision of employment for those unable to work successfully under competitive conditions. Their objectives are given as follows: preconditioning (biomechanics and psychotherapy), conditioning, reconditioning, prevocational training and vocational training. Reasons for the success of placement of blind individuals in industry are discussed and seven principles are stipulated which would promote sound and effective industrial placement.—*B. Lowenfeld*.

537. **Stoll, Marion R.** (*Charlotte (N. C.) Eye, Ear and Throat Hosp.*) **Pericentral ring scotoma.** *Arch. Ophthal.*, Chicago, 1950, 43, 66-91.—An analysis is presented of 34 fairly narrow ring scotomas and 3 partial ring scotomas found in a review of about 3,000 cases of the Charlotte Eye, Ear and Throat Hospital.—*S. Ross*.

538. **Strehl, Karl.** (*U. Marburg, Germany.*) **Die Entwicklung der technischen Hilfsmittel zum Schreiben und Lesen für Blinde.** (The development of technical tools for writing and reading of the blind.) *Fortschr.*, 1949, 25, 160-163.—The author reports about innovations at the "Blindenstudienanstalt" in Marburg in its field, such as the "Marburg Rillentafel," "Blindenschriftbogenmaschine," shorthand machine for the blind.—*P. L. Krieger*.

539. **Witcher, Clifford M.** (*American Foundation for the Blind, New York.*) **Laboratory work for the blind.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 247-258.—Reasons are given for the increasing needs of blind students to take laboratory courses. They constitute one of the best methods for the development of skill in observation and manipulation. Desirable qualifications for blind laboratory workers include superior intelligence, superior manual dexterity and muscular coordination, curiosity, patience and a "feeling" for this kind of work. A few examples of successful blind laboratory research workers are given and suggestions for blind students wishing to take laboratory work are made.—*B. Lowenfeld*.

540. **Zahl, Paul A.** (Ed.) (*Haskins Laboratories, New York.*) **Blindness; modern approaches to the unseen environment.** Princeton, N. J.: Princeton Univ. Press, 1950. xvi, 576 p. \$7.50.—A collection of 34 articles dealing with various phases of work with the blind published under the sponsorship of the Committee on Sensory Devices of the National Research Council and the U. S. Veterans Administration. The articles are grouped in the following chapters: History and Welfare, Education and

Psychology, Vocational Considerations, The Military Blinded, Time-tested Boons to the Blind, Exploration of New Technological Horizons, Ophthalmological Factors. 23 of the articles are abstracted individually in this issue.—*B. Lowenfeld*.

541. **Zahl, Paul A.** (*Haskins Laboratories, New York.*) **Research on guidance aids for the blind.** In *Zahl, Paul A. Blindness*, (see 25: 540), p. 443-461.—The problem of defining the travel needs and to formulate possible techniques for fulfilling them is discussed with various documentations given. A useful guidance device must meet two different requirements: (1) It must locate objects and obstructions and give indication of range up to about ten feet. (2) It must provide a plan-impression good enough to be useful in identifying objects and in forming a mental construct of a new environment. Supersonic and electronic devices described all employ the probe principle which is limited to a point-by-point method of exploration. It is expected that the initial objective of developing a short-range obstacle locator may be achieved within a not unreasonable period of time.—*B. Lowenfeld*.

(See also abstracts 538, 579, 580)

EDUCATIONAL PSYCHOLOGY

542. **Fen, Sing-nan.** **An examination of the socio-individual dichotomy as it relates to educational theory.** *Microfilm Abstr.*, 1950, 10(2), 59-60.—Abstract of Ph.D. thesis, 1950, Columbia Univ. Microfilm of complete manuscript, 96 p., \$1.20, University Microfilms, Ann Arbor, Mich. Publ. No. 1633.

543. **Hubert, R.** **Histoire de la pédagogie.** (History of pedagogy.) Paris: Presses Universitaires de France, 1949. 403 p.—The first part treats of pedagogical facts and the second of pedagogical theory. In his review of pedagogical facts, the author adopts a sociological point of view and examines successively some ancient types of education, some modern types of the 16th and 19th centuries and some pedagogical institutions of the present time. The pedagogical theories studied follow, after some oriental theories: the pedagogy of Confucius, of Socrates, of Plato and of Aristotle; the chief modern theories; the educational philosophers; and modern pedagogy. 20-page bibliography.—*C. Nony*.

544. **Hutt, Max L., & Miller, Daniel R.** **Value interiorization and democratic education.** *J. soc. Issues*, 1949, 5(4), 31-43.—Living in a democratic society requires a balance between individual self-sufficiency and sensitivity to group demands. To achieve this a consistent pattern of upbringing to minimize anxiety is needed and also freedom to develop social responsibility and feeling of selflessness by means of identification with the group and development of personal skills. In schools teachers must share in the formulation of educational policy in order to teach more effectively, and the young must have opportunity to identify with a wider

number of sub-groups in our own society.—*L. M. Hanks, Jr.*

545. **Kay, Lillian Wald.** (*Washington Square Coll., New York U.*) *Education for the atomic age—a psychological view.* *Nucleonics*, 1950, 6(4), 5-13.—Social psychological considerations in educating for living with atomic energy and the personal and social problems created by it, based in part on opinion and information data gathered by the author and others, and on evaluation of existing educational programs and information. "Data thus far gathered indicate that atomic energy is not a social issue independent of existing ones."—*B. R. Fisher.*

546. **Murphy, W. F.** *The use of the associative anamnesis in a teaching program.* *J. nerv. ment. Dis.*, 1950, 112, 82-85.—Abstract and discussion.

547. **Polkinghorne, Ada R.** (*U. Chicago, Ill.*) *Grouping children in the primary grades.* *Elem. Sch. J.*, 1950, 50, 502-508.—435 questionnaires on practices and attitudes concerning grouping primary children in groups of more than one grade were distributed, with 51.7% returned. 39.1% combined age or grade groups, most frequently for administrative reasons, and next most frequently to meet the needs of the pupils. Efforts to eliminate grade levels, and research, were least mentioned as reasons. Advantages included development of social values, improvement in learning skills, and the growth of the teacher. Disadvantages were opposition of parents, organizational difficulties, and increased requirements made of the teacher. Schools reported no difference in achievement for ungraded or combined groups compared to straight grades. Children were more relaxed and secure with no grade barriers or standards to be met.—*G. H. Johnson.*

548. **Todd, Vivian Edmiston.** *Schools and the social order in the Union of South Africa.* *Elem. Sch. J.*, 1950, 50, 509-515.—The major educational problem in the Union of South Africa is the education of the native, numerically the largest group in the social order, but mainly an uneducated group engaged in agriculture or unskilled labor. With the number of natives increasing, education in efficient farming, and in new areas of employment such as fishing and forestry, seems necessary to provide sustenance for the population. The future of the native depends on access to trained leadership from other natives or differing ethnic groups. Two other educational problems in the Union involve choice of a language as the medium of instruction, and the nature of character training in the schools.—*G. H. Johnson.*

(See also abstracts 56, 344, 617)

SCHOOL LEARNING

549. **Angus, L.** *A comparative study of the methods of measuring interest in science and its relation to ability and achievement.* *Brit. J. educ. Psychol.*, 1950, 20, 63-65.—Abstract.

550. **Bond, Guy L.** (*U. Minnesota, Minneapolis.*), & **Fay, Leo C.** *A comparison of the per-*

formance of good and poor readers on the individual items of the Stanford-Binet Scale, Forms L and M. *J. educ. Res.*, 1950, 43, 475-479.—The Reading age (RA) of pupils in 4th, 5th and 6th grades was determined by use of the four Gates' tests. Those in which the RA exceeded the MA as measured by the Stanford-Binet were classified as good readers, and those in which the RA was less than the MA were classified as poor readers. A group of good readers was matched with a group of poor readers on MA. Responses of each group to the individual test items were then analyzed. The results showed that good readers as a group performed significantly better on items dependent upon knowledge and use of words, while poor readers were superior on non-verbal and memory items.—*M. Murphy.*

551. **Christiansen, N. Woodruff.** *The relation of supervision and other factors to certain phases of musical achievement in the rural schools of Utah.* *Teach. Coll. Contr. Educ.*, 1949, No. 934, 87 p.—Two groups of school districts, one with and one without music supervision, were compared on the basis of pupils' musical achievement. Information for comparison was gathered by means of tests, questionnaires and observations. Musical achievement was measured by the Kwalwasser-Ruch, and the Knuth tests. Significant differences were shown mainly in favor of the supervised schools.—*J. E. Horrocks.*

552. **Davis, David John.** *A comparative study of achievement levels of twelfth grade pupils on a test designed to measure functional competence in mathematics.* *Microfilm Abstr.*, 1950, 10(2), 37-38.—Abstract of Ph.D. thesis, 1950, University of Michigan. Microfilm of complete manuscript, 232 p., \$2.90, University Microfilms, Ann Arbor, Mich. Publ. No. 1687.

553. **Durup, G., & Marcotte, A.** *Un projet de "Guide d'éducation sexuelle."* (A projected "Guide in Sexual Education.") *Enfance*, 1949, 2, 133-157.—The tentative outline of a guide in sexual education of children, prepared by the authors for the Association of Parents of Pupils of the Lycee Henri IV, is reproduced here and suggestions for its improvement are invited. The present tentative guide covers: the primary hygiene of sexual organs; sexual education in the first years; sexual education of children and adolescents.—*F. C. Sumner.*

554. **Gray, William S.** (*U. Chicago, Ill.*) *Summary of reading investigations July 1, 1948 to June 30, 1949.* *J. educ. Res.*, 1950, 43, 401-439.—Summary and annotated bibliography of 92 titles.—*M. Murphy.*

555. **Günzburg, H. C.** (*Monyhull Hall, Birmingham, Eng.*) *The unsuccessful reader.* *Ment. Hlth., Lond.*, 1948, 8, 34-37.—"Research into the relationship between a child's emotional and social adjustment and his attitude to the reading situation," though comparatively new, offers the most promising approach to the problem of the unsuccessful reader. Teaching boys of 14 to 16 to read involves primarily offering emotional shelter to the unstable and the insecure. For many, learning to read is a kind of

socially imposed conformity which they unconsciously reject as symbolic of society's coercion. From a technical standpoint, the greatest need is for reading materials which are easy enough to inspire confidence but are not "babyish" in content.—*G. E. Copple.*

556. Holland, A. C. (4441 University Ave., San Diego, Calif.) Speed reading and vision. *Optom. Wkly.*, 1950, 41, 1005-1006.—Three case studies of improved reading speed after visual training are presented.—*D. Shaad.*

557. Liessens, P. (Institut Bunge, Berchem-Anvers, Belg.) Lalexie chez les enfants arriérés. (Alexia in mentally retarded children.) *Acta neurol. psychiat., Belg.*, 1949, 49, 102-112.—Difficulty in learning to read as studied in 16 children with IQ between 60 and 100 cannot be attributed to their mental retardation but rather is to be classified under the syndrome known by the name of congenital alexia. It appears that the enchainment of letters into syllables and of syllables into words gives difficulty. Learning to read is effected by acquiring an increasing number of words read globally in the manner of visual stereotypes, graphisms visually resembling each other giving rise often to mistakes. Placed before a word whose graphism is not familiar to them, they are incapable of effecting the analysis and synthesis indispensable to conscious and intentional reading.—*F. C. Sumner.*

558. Lorge, Irving, & Kruglow, Lorraine. (Teachers Coll., Columbia U., New York.) The relationship between the readability of pupils' compositions and their measured intelligence. *J. educ. Res.*, 1950, 43, 467-474.—Compositions written by pupils in the 8th and 9th grades applying for admission to the Bronx High School of Science were rated by means of the Lorge Readability Formula which takes into account the structural elements of written expression. Intelligence was measured by means of a test made up of arithmetic items, vocabulary items, and proverb matching items. With educational level held fairly constant as it was, there was no significant relationship between readability of compositions and intelligence test scores.—*M. Murphy.*

559. McDade, James E. Method in non-oral beginning reading. *Elem. Sch. J.*, 1950, 50, 497-501.—Three basic principles of method in non-oral reading are the exclusion of competing oral symbols, meaning that during the period devoted to reading and writing no oral language is permissible; the teaching together of expression and reception, writing being taught at the same time as reading, rather than as a separate skill; and systematic use of independent work by pupils to give practice in reading for meaning. Following these basic rules will result in high attainment in reading and in written composition.—*G. H. Johnson.*

560. McGill, James V. Comparative value of assigned homework and supervised study; an experimental study of the two methods of preparation as used by students of the social studies at the high-school level. *Microfilm Abstr.*, 1950, 10(2), 50-52.—

Abstract of Ph.D. thesis, 1950, New York University. Microfilm of complete manuscript, 125 p., \$1.56, University Microfilms, Ann Arbor, Mich. Publ. No. 1728.

561. Orent, Dorothy S. Visual aids as adjuncts in reading remediation. *Optom. Wkly.*, 1950, 41, 909-913.—A course for students of the Chicago College of Optometry based on educational theory plus the use of various visual aids was of value in improving reading performance.—*D. Shaad.*

562. Spache, George. (Chappaqua (N. Y.) Public Schs.) A comparison of certain oral reading tests. *J. educ. Res.*, 1950, 43, 441-452.—Norms for the Oral Reading Test and the Oral Reading, Unaided Oral Recall Test of the Durrell Analysis of Reading Difficulty Kit, and Gray's Oral Check Test were studied, particularly with reference to their use with pupils requiring remedial instruction in reading. Changes in the procedures for administering and interpreting these tests as given by their authors are suggested. In this way the tests are more closely comparable and more useful with remedial pupils.—*M. Murphy.*

563. Stauffer, Russell G. (Temple U., Philadelphia, Pa.) Analysis of reading problems. *Optom. Wkly.*, 1950, 41, 897-900; 907-908.—Case history, capacity tests, achievement tests, and physical, social and emotional tests are recommended in combination to analyse reading difficulties.—*D. Shaad.*

564. Tekuchev, A. V. Dialektnaia osnova rechi uchashchikhsia kak odna iz prichin orograficheskikh oshibok. (Dialectical basis of pupils' speech as one of the sources of spelling mistakes.) *Izv. Akad. pedag. Nauk RSFSR*, 1947, No. 10, 57-102.—In spite of widespread misspelling due to dialectical speech in Russia, no special methods of teaching have as yet been devised to cope with the problem. The author recommends the development of differentiated methods of teaching spelling for the various dialectical regions of the USSR.—*I. D. London.*

565. Thorne, Frederick C. (U. Vermont, Burlington.), Boles, Lyman S., & O'Leary, Maurice J. The relation of work habits to personality adjustment. *J. clin. Psychol.*, 1950, 6, 91-101.—"The relation of good work habits to personality adjustment is discussed in detail. Conversely, the etiologic role of poor work habits in neurotic maladjustment is outlined. It is postulated that efficient work habits are not instinctive but can only be obtained through intensive training procedures according to the psychology of learning. As the result of intensive theoretical discussions in an educational workshop devoted to this subject, a list of 16 factors contributing to efficient work habits is outlined together with psychological analysis of each factor and suggestions for objective measurement. Clinical applications of the general concept are discussed."—*L. B. Heathers.*

566. Topping, Morris. (Extension Center, Denver, Colo.) Scholastic achievements of veterans and non-veterans at the University of Colorado Extension Center in Denver. *Sch. & Soc.*, 1948, 68, 390-394.—The scope of this study is "limited to . . .

the scholastic achievement of veterans as compared with non-veterans, specifically as evidenced by grades. . . ." The academic records of 983 students during the spring quarter, 1947 were tabulated. "With no significant exception it will be noted that grades of veterans increased with each advance in class level for all regular students."—R. S. Waldrop.

567. Townsend, Agatha. The cooperative mathematics program (mathematics for grades 7, 8 and 9). (Elementary algebra. Intermediate algebra. Plane geometry. Solid geometry. Trigonometry, and secondary-school mathematics): reliabilities and correlations with school marks. *Educ. Rec. Bull.*, 1950, No. 54, 89-107.—The Spearman-Brown reliabilities in the senior high school program warrant the recommendation of the tests for instructional purposes and individual diagnosis. Most of the correlations between mathematics tests scores and school marks equal or excel those usually found in independent-school results. It is recommended that schools give special consideration to these tests in planning future measurement programs.—G. E. Bird.

568. Townsend, Edward Arthur. A study of copying ability in children. *Microfilm Abstr.*, 1950, 10(2), 56-57.—Abstract of Ph.D. thesis, 1950, Columbia University. Microfilm of complete manuscript, 96 p., \$1.20, University Microfilms, Ann Arbor, Mich. Publ. No. 1637.

569. Traxler, Arthur E. Reading growth of secondary-school pupils during a five-year period. *Educ. Rec. Bull.*, 1950, No. 54, 96-107.—Scores made on the Cooperative English Test C, Reading Comprehension, by 36 pupils drawn from four independent schools show that only three of the 36 exhibited a gain each year. Variations from year to year in growth in reading achievement, or any other skill learned in school, bear a close relationship to instruction, guidance, and the process of inward maturing. The question of long-term individual growth merits further study. The medians of the scaled scores were close to independent-school medians at all levels.—G. E. Bird.

570. Wilson, James T. A consideration of the ability for algebra shown by secondary school entrants. *Brit. J. educ. Psychol.*, 1950, 20, 65-67.—Abstract.

571. Wilson, Mary Keeling. A study of the achievement of college students in beginning courses in food preparation and serving and related factors. *Teach. Coll. Contr. Educ.*, 1949, No. 958, viii, 78 p.—A study of the achievement of 131 women home economics students by means of a written test, a check list, and a food preparation rating. The relationship between test performance and various outside variables was reported as well as the achievement of students with high school courses in food preparation as compared to the achievement of students who had had no previous training.—J. E. Horrocks.

572. Wollner, Mary Hayden Bowen. Children's voluntary reading as an expression of individuality.

Teach. Coll. Contr. Educ., 1949, No. 944, 117 p.—Voluntary reading of 55 children 11 to 13 years old was studied by means of standardized tests and introspective reports. The subjects were all enrolled in the Horace Mann-Lincoln school and were of above average socio-economic status and intelligence. The purpose of the study was "(1) to describe the similarities and diversities among these children in reading attitudes and activities; (2) to determine the extent to which the basic generalizations about children's voluntary reading held true in this group; and (3) to learn more about the role that reading had acquired in the life of each child." Intercorrelations among measures of voluntary reading and mental ability, reading ability, and environment were reported.—J. E. Horrocks.

(See also abstracts 320, 415, 519, 560)

INTERESTS, ATTITUDES & HABITS

573. Dudycha, George J. (Ripon Coll., Wis.) The religious beliefs of college freshmen in 1930 and 1949. *Relig. Educ.*, 1950, 45, 165-169.—The responses of 266 freshmen in 1949 to 25 religious propositions are compared with the responses of 852 freshmen in 1930. The results indicate that events of the last 2 decades have not had a marked influence on the religious beliefs of college freshmen.—G. K. Morlan.

574. Ellis, Albert. (Diagnostic Center, Menlo Park, N. J.) Love and family relationships of American college girls. *Amer. J. Sociol.*, 1950, 55, 550-558.—As part of a study of human love relationships, an anonymous questionnaire was given to 500 girls at 19 widely scattered American colleges. Referring to their childhood, the girls reported greater love between themselves and their mothers than between themselves and their fathers and between themselves and their sisters than between themselves and their brothers. They also indicated that they took being in love with males quite seriously and that it had a distinct bearing on their happiness.—D. L. Glick.

575. Harvey, John L., Jr. (U. California, Berkeley.) Philosophical attitudes in untrained persons. *J. higher Educ.*, 1950, 21, 321-324.—Ten paragraphs were prepared by paraphrasing crucial passages from the works of representative writers. Each was "loaded" with an attitude which might be called "philosophical." Subjects were students untrained in philosophy. They were asked to rate their agreement or disagreement with the paragraph, to say whether the paragraph was well written and who might have written it. Beliefs accepted by the subjects were generally inconsistent, although there was a tendency to accept idealism, rationalism, and theism.—M. Murphy.

576. Stewart, Mary. (U. London, Eng.) The leisure activities of grammar school children. *Brit. J. educ. Psychol.*, 1950, 20, 11-34.—Questionnaire responses respecting the leisure activities of 1576 grammar school children, including both boys and

girls aged 11-15, are analyzed and compared with similar data from an earlier study of modern school children. Differences in periodical and newspaper reading, cinema attendance, radio listening, membership in clubs and associations, and out-of-school activities are demonstrated. The results establish the superior quality of the leisure activities of grammar school children, which is attributable in part to the curriculum, but also to home guidance and superior intelligence, among other factors. Specific suggestions are presented for giving appropriate direction to the out-of-school activities of children.—R. C. Strassburger.

577. Zeligs, Rose. Reasons given by children for their intergroup attitudes. *J. genet. Psychol.*, 1950, 76, 145-161.—150 12-yr.-old children studied in 1942, 150 in 1943, and 174 in 1944, were of the same suburban school, age, and background as Ss interviewed in 1931. Ss were given the Zeligs' Intergroup Attitudes Test. "Many factors given in 1931 by children as the reasons for their intergroup attitudes were also given by the children studied in 1942, 1943, and 1944. The influence of the second world war is reflected. . . . Although customs, costumes, cleanliness, language, religion, character qualities, and civilization are still given by the children as the reasons for their attitudes, the recent trends are away from prejudice because of racial and physical differences."—R. B. Ammons.

SPECIAL EDUCATION

578. Jolles, Isaac. The importance of psychological diagnosis in the Illinois program for the educable mentally handicapped. *Amer. J. ment. Def.*, 1950, 54, 512-515.—The need for adequate psychological diagnosis in the administration of the Illinois program for the educable mentally handicapped is emphasized. Clinicians, not simply mental testers, must make the diagnosis.—V. M. Staudt.

579. Lowenfeld, Berthold. (*California School for the Blind, Berkeley.*) Psychological foundation of special methods in teaching blind children. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 89-108.—Effects of blindness on the cognitive functions of children are discussed in the first part. Blindness imposes three basic limitations on the individual: (1) in the range and variety of experiences; (2) in the ability to get about; (3) in the control of the environment and the self in relation to it. The second part deals with basic principles in methods of teaching blind children derived from the afore given limitations. The principles of concreteness, of unified instruction, of additional stimulation, and of self-activity are stipulated as essential ones. 12 references.—B. Lowenfeld.

580. Meyer, George F. (*New Jersey State Commission for the Blind, Newark.*) Education of blind children in the public schools. In *Zahl, Paul A. Blindness*, (see 25: 540), p. 109-118.—Day school classes for blind children mark the second great milestone in the education of blind children, the first being the establishment of residential schools.

Progressive residential schools recognize now the importance of expanding contacts between the school and the community. The diagnostic approach constitutes the third step. In it the most effective program to suit the particular needs of the individual child is determined and provided. Two statewide programs using this approach are those in New Jersey and in Oregon. Both programs are discussed and compared.—B. Lowenfeld.

581. Myer, Lester N. (*Dept. Public Instruction, Harrisburg, Pa.*) Educational therapy and mental deficiency. *Amer. J. ment. Def.*, 1950, 54, 442-448.—The problems of caring for the educable mentally deficient in the public schools are reviewed.—V. M. Staudt.

582. Zbyszewska, Zofia. Ponowne wychowanie dzieci trudnych. (Renewed education of difficult children.) *Zdrowie Psychiczne*, 1949, 3(4), 64-97.—Reeducation of difficult children is a medico-pedagogical problem of great social importance and it is discussed vividly in all civilised countries. The authoress discusses this question and she deals with the matter of reeducational methods and the selection of different types of difficult children to suitable education institutions. The treatise closes with remarks concerning the organization of institutions for problem children in connexion with the situation existing in Poland.—S. Błachowski.

(See also abstracts 192, 411, 413)

EDUCATIONAL GUIDANCE

583. Goodykoontz, Bess. (*U. S. Office of Education, Washington, D. C.*) How school services help to prevent delinquency. In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 100-125.—Points out how each service may be used and improved. Services include child-study departments, child-guidance clinics, pupil-personnel and testing divisions. The organization and functioning of each of these services are described in detail.—B. Hall.

584. Sheldon, William D. (*Syracuse U., N. Y.*), & Landsman, Theodore. An investigation of nondirective group therapy with students in academic difficulty. *J. consult. Psychol.*, 1950, 14, 210-215.—28 students were divided into two "Academic Methods" classes: one group was conducted in a nondirective manner, one in the traditional manner. At the end of the semester the nondirective group made a better grade point average. One year follow-up studies revealed that 47% of the conventional group and 25% of the nondirective group had left school.—S. G. Dulsky.

585. Strang, Ruth. (*Teachers Coll., Columbia U., New York.*) First steps to progress in the prevention of delinquency. In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 267-269.—The school is viewed as the hub of the program for prevention of delinquency, with major emphasis on teacher-pupil contact; a detailed list of suggestions for teachers in planning activity programs is in-

cluded. The school is further held responsible for the improvement of home conditions through adult education and the introduction of parent-teacher councils for discussion and study. Finally, a record of each child's emotional, intellectual and physical growth should be kept and examined periodically.—*R. D. Weitz.*

(See also abstracts 463, 466)

EDUCATIONAL MEASUREMENT

586. Burt, Cyril. (*University Coll., London.*) *Symposium on the selection of pupils for different types of secondary schools.* *Brit. J. educ. Psychol.*, 1950, 20, 1-10.—Substantial agreement among the contributors is evident respecting the need for a comprehensive basis for selection, with emphasis upon innate abilities. Any classification procedure ultimately adopted must be a compromise program that is both administratively convenient and scientifically accurate. Such an allocation scheme should provide for summary treatment of the obvious cases, and further study and deferred disposition of the doubtful ones. Although psychological considerations constitute limiting factors, social and other needs will determine the most appropriate type of education for each child.—*R. C. Strassburger.*

587. Dole, Arthur (*Ohio State U., Columbus.*), & Churchill, Ruth. *Credit where credit is due.* *J. higher Educ.*, 1950, 21, 299-308; 336.—The system of comprehensive examinations at Antioch College, called achievement examinations, is described. These examinations are offered in each of the 5 required course areas: communications, physical sciences, life sciences, social sciences, and humanities. They are comprehensive rather than course examinations and vary in time of administration from the Freshman Placements given during the first week in College to the Field Comprehensive given during the second semester of the senior year. Some of the examinations use standard published tests and others use tests developed at Antioch.—*M. Murphy.*

588. Husbands, K. L., & Shores, J. Harlan. (*U. Illinois, Urbana.*) *Measurement of reading for problem solving: a critical review of the literature.* *J. educ. Res.*, 1950, 43, 453-465.—On the basis of their review the authors suggest the development of a battery of tests to measure the ability to think critically about printed material at the elementary school level. 25-item bibliography.—*M. Murphy.*

589. Huth, Albert. (*U. München, Germany.*) *Auslese für den Beruf des Arztes.* (Selection for the medical profession.) *Grenzgeb. Med.*, 1949, 2, 207-209.—Collects and presents points of reference for the selection-examination of beginning medical students.—*P. L. Krieger.*

590. Jacobs, Robert. *Public school testing project. Third report.* *Educ. Rec. Bull.*, 1950, No. 54, 108-119.—Differences between public-school college-preparatory groups and independent-school groups in aptitude and achievement, though not large, are

generally in favor of the independent-school group, in verbal and linguistic aptitude and achievement, and in favor of the public-school college-preparatory group in numerical skill and achievement in mathematics. The present testing program aims to determine, through experimentation, the need for special norms for college-preparatory pupils in public schools.—*G. E. Bird.*

591. Townsend, Agatha; Breen, Anna, *et al.* *Summary of test results.* *Educ. Rec. Bull.*, 1950, No. 54, 1-9.—New tests were added in the 1950 program, as in other years; but the retention of major achievement batteries and of the successive editions of the Secondary Education Board Junior Scholastic Aptitude Test makes for direct comparability of results from one program to another. Although small changes in medians occur, from one program to another, the test performance, on the whole, is a stable factor in the picture of the group. The major purpose of the testing is the guidance and instruction of individual pupils.—*G. E. Bird.*

592. Traxler, Arthur E. *The Cooperative Achievement Tests: uses and needs as indicated by member schools of the Educational Records Bureau.* *Educ. Rec. Bull.*, No. 54, 75-88.—About 60% of the schools returning the question sheet preferred the 40-minute forms of the test, in Latin, French, and Spanish. Only 25% preferred the 80-minute form. More suggestions were offered for changes in foreign language tests than in any other field. About $\frac{2}{3}$ ths of the schools indicated an interest in obtaining further information concerning tests constructed in the Eight-Year Study of the Progressive Education Association, soon to be published by the Educational Testing Service. Suggestions regarding the cooperative tests were directed toward time limits and the need for revised forms for public schools.—*G. E. Bird.*

(See also abstract 52)

EDUCATION STAFF PERSONNEL

593. Bowers, Henry. (*Normal School, Stratford, Ont.*) *New data on the validity of the "Aptitude Test for Elementary School Teachers-in-Training."* *Canad. J. Psychol.*, 1950, 4, 11-17.—It is reported that percentiles derived from the "Aptitude test for elementary school teachers-in-training" are significantly related to the marks given for practice-teaching. The degree of correspondence is reduced by the lack of perfect reliability of the test and of the marks. It is recommended that the ATTEST not be used as the sole instrument for elimination of teacher's certificate candidates.—*J. W. Bowles, Jr.*

594. Cockburn, D. *A statistical study of teachers' preferences among their pupils.* *Brit. J. educ. Psychol.*, 1950, 20, 62.—Abstract.

595. Havighurst, Robert J. (*U. Chicago, Ill.*) *Preparing teachers to meet the problem of delinquency.* In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 230-246.—Attitude is taken that training in the causes, prevention and treatment of delinquency should be basic

elements in teacher training programs. In addition, the personal characteristics necessary in the adequate teacher are listed. It is further suggested that courses dealing in mental hygiene and cultural differences will help familiarize the prospective teacher with the problems of juvenile delinquency.—*R. D. Weitz.*

596. Kvaraceus, William C. (*Boston U., Mass.*) The role of the administrator in relation to juvenile delinquency. In *Henry, N. B., The 47th yearbook of the NSSE, Part I . . .*, (see 25: 468), 126-144.—Considers superintendent of schools as the one major responsibility for community program to prevent and control juvenile delinquency. His duties and responsibilities on the school and community level are listed. In addition, a technique for studying, planning and implementing a program in conjunction with the community groups is outlined.—*R. D. Weitz.*

(See also abstract 411)

PERSONNEL PSYCHOLOGY

597. Lennep, D. J. van. *Psychotechniek als kompas voor het beroep.* (Psychotechnics as a compass for occupation.) Utrecht: De Haan, 1949. 252 p. Hfl. 9.75.—A survey of methods and applications of psychotechnics, composed by co-operators of the Netherlands Foundation for Psychotechnics under the direction of van Lennep: Each of these practising psychotechnicians discusses some problems of daily psychological work so that the contents are many sided. Everywhere it is pointed out that the psychotechnician does not only class the candidates but that he considers them as fellow-men who are themselves responsible for what they want to make from their lives.—*M. Dresden.*

598. Rappard, Ch. A. *Personneelsbeleid en arbeidsproductiviteit.* (Conduct of personal and labour-productivity.) *Psychol. Achtergr.*, 1950, 10, 154-194.—Contemplations about the development of labour analysis, labour classifications on psychological basis, the making up of a statement of appreciation, interpretation of the results and the general level as a link between man and function.—*M. Dresden.*

599. Sutermeister, Robert A. (*U. Washington, Seattle.*) Teaching personnel administration in the university. *Personnel*, 1950, 26, 463-467.—The course in personnel administration given at the U. of Washington undertakes to provide information of practical value on the job, practice in applying this information to specific problems, and knowledge of tools and procedures which will help expand frontiers in the personnel field.—*L. N. Mendes.*

600. Yoder, Dale, & Nelson, Lenore P. *Manpower managers—their habits, haunts, and customs.* *Personnel*, 1950, 26, 413-418.—Reports from 90 union leaders and 227 manpower managers (in industry and government) indicate a group increase in professional attitudes as shown in habits of

reading technical literature and maintaining professional contacts.—*L. N. Mendes.*

(See also abstracts 310, 536)

SELECTION & PLACEMENT

601. Cadwell, Dorothy H. B. Accuracy of prediction of item difficulty for a recent civil service examination for clerks. *Canad. J. Psychol.*, 1950, 4, 18-25.—5 judges attempted to arrange items in 7 subject contents in order of difficulty. Of 35 correlations between estimated and actual order of difficulty 26 were significant at the 5% level. Pooled judgments were better than individual judgments. Judgments of absolute difficulty were less satisfactory. It is indicated that findings such as these are important for organizations such as the Civil Services which, for various reasons, may not be able to gather preliminary statistics on their testing materials.—*J. W. Bowles, Jr.*

602. Fields, Harold. The group interview test: its strength. *Publ. Personnel Rev.*, 1950, 11, 139-146.—A group interview test situation was used in selecting a supervisor of classes for retarded children. The situation and reactions to it are described here. Group tests are believed to be more desirable than individual interviews because the former: provide more opportunity for appraising personality traits, make the examinees less tense, allow comparisons among examinees, make examinees apply knowledge, require proper command of language, and can be analyzed more readily for reliability and validity. Correlations between ratings based on individual interviews and ratings from group interview-test situations are rather low, and suggest that the group situations are adding something, and not merely repeating something, in the appraisal of applicants' qualifications.—*H. F. Rothe.*

603. Fraser, John Munro. (*National Inst. of Industrial Psychology, London, W.C. 2, Eng.*) The place of the interview in a selection procedure. *Personnel*, 1950, 26, 451-456.—Personnel assessment solely by means of paper-and-pencil tests is inadequate. Direct contact must always be an essential part of the selection procedure. In Britain the interviewer training program has achieved practical results in promoting the better allocation of people to jobs.—*L. N. Mendes.*

604. Lurquin, G. *À propos de la classification professionnelle.* (Concerning professional classification.) *Cah. Pédag.*, 1950, 9, 21-23.—Criticism of the traditional procedures of professional classification. It is necessary to be careful in this field and rely (with reservation) on the use of applied psychology and mathematical methods.—*R. Piret.*

605. Meyer, Charles A. (*Detroit (Mich.) Civ. Serv. Comm.*) The group interview test: its weakness. *Publ. Personnel Rev.*, 1950, 11, 147-154.—Individual interviews have two sets of objectives; one being to promote good relations among applicants and in the public in general, the other being to evaluate the characteristics of job applicants. The

latter is best achieved by having highly trained interviewers consider all available information in a standardized individual setting. Ten claims that group interview tests are more effective are refuted when the group oral test is considered in the light of the above concept of individual interviews. The group test is seen as a performance test which is ratable, and which can be a valuable part of the total evaluation, but which does not substitute for the individual interview.—*H. F. Rothe*.

606. Petrie, Asenath (*St. George's Hosp., London, Eng.*), & Powell, Muriel B. **Personality and nursing; an investigation into selection tests for nurses.** *Lancet*, 1950, 258, 363-365.—The analysis of the results of personality and intelligence tests administered to 126 nurses for purposes of selection is presented.—*A. C. Hoffman*.

607. Wormer, Eduard. **Splitsing van functies op grond van intelligentie en karakterologische differentiatie.** (Splitting of functions on the ground of intelligence and characterological differentiation.) *Psychol. Achtergr.*, 1950, 10, 195-200.—In business one must always take into account the real intellectual, technical and characterological limitation of men. An urgent demand in the interest of business is the splitting of functions on the ground of factors of aptitude and character, as well as on account of the rhythm of work and renewed combination of work—on a basis of existing differences in the structure of personality.—*M. Dresden*.

(See also abstracts 52, 58, 107, 632)

LABOR-MANAGEMENT RELATIONS

608. Allen, Louis A. **Inform or confer?** *Personnel*, 1950, 26, 448-450.—To avoid confused results, the informational meeting, consisting largely of a one-way flow of facts, requires different conduct techniques from the problem-solving conference.—*L. N. Mendes*.

609. Bentley, Charles H. **Performance ratings—what next?** *Publ. Personnel Rev.*, 1950, 11, 119-125.—The writer discusses the reasons for the dissatisfaction with the Federal performance rating system which led Congress, in 1949, to direct a study and report of a plan for improving the system. He further discusses general principles of rating and rating administration which should be taken into account in developing a new system. He believes that a performance rating plan must not be used for administrative actions such as promotions, raises, cutbacks, etc.—*H. F. Rothe*.

610. Dooher, M. Joseph, & Marquis, Vivienne. (Eds.) **Rating employee and supervisory performance; a manual of merit-rating techniques.** New York: American Management Assoc., 1950. 192 p. \$3.75.—14 articles previously published by the American Management Association are presented here, classified into 5 sections. They deal with such topics as "basic principles," "special adaptations," and "case histories." A sixth section includes a general article on "The rating form," by the junior

editor, as well as exhibits of forms used in 10 companies, and brief examples of 14 merit rating methods and forms.—*W. H. Osterberg*.

611. Eliasberg, W. **A study in the psychodynamics of the industrial executive.** *J. clin. Psychopath.*, 1949, 10, 276-284.—Although our social structure seems to be governed by regulations, influence, and material rewards, the author suggests that actually the society is only as strong as its emotional components. Authority basically is founded on the acceptance and assent of the subordinate much more than on the command of the superior. However, there is both the tendency to lean on others and to take responsibility, and these tendencies tend to have their roots in parent-child relationships. The factor that precipitates success is the freeing of the individual from the mother image and focusing the orientation upon the father image. The author presents a psychoanalytic case to substantiate the theory and to indicate how modern industrial psychotherapy is of value in the relations between management and labor.—*G. A. Muench*.

612. Exton, William, Jr. **Semantics of industrial relations.** *Personnel*, 1950, 26, 418-423.—Extensional techniques can reduce semantic difficulties in industrial relations. Similarities of experience may be deceiving, and context is a fundamental factor in meaning.—*L. N. Mendes*.

613. Whyte, William Foote. **Patterns of interaction in union-management relations.** *Hum. Organization*, 1949, 8(4), 13-19.—Diagrams showing originations of interaction between union and management at four levels are used to illustrate typical problems of industrial relations, viz., management acceding to union demands, management resisting unions, union-management reciprocity, foremen under pressure, and split within the union.—*L. M. Hanks, Jr.*

INDUSTRIAL AND OTHER APPLICATIONS

INDUSTRY

614. Ash, Philip. (*Pennsylvania State Coll., State College*.) **A statistical analysis of the Navy's method of position evaluation.** *Publ. Personnel Rev.*, 1950, 11, 130-138.—A sample of jobs in various service classifications in the Navy was analyzed statistically. A high reliability among job analysts was found. Factor analysis revealed two primary factors, (supervisory responsibilities and general skill demands), but a sizeable proportion of each scale was unexplained by those common factors. Hence more than 2 or 3 factors are needed to make an adequate job evaluation scale in this situation.—*H. F. Rothe*.

615. Benjamin, Harold. (*U. Maryland, College Park*.) **The cultivation of idiosyncrasy.** *Infantry J.*, 1950, 66(2), 22-25.—The view that military training should be geared so as to capitalize early on individual potentialities is emphasized by a satirical account of a military training program in funda-

mentals of swimming, running, jumping, climbing and flying for squirrels, snakes, eagles, gophers and other wild creatures, and by pointing out a few military blunders in the past that stemmed from the doctrine that all soldiers should be forced through a rigid program of training in basic skills.—*N. R. Bartlett.*

616. Creager, O. H. Job visual analysis. *Amer. J. Optom.*, 1950, 27, 299-308.—Discusses the advantages of placement of workers in jobs for which they are visually competent, and factors involved in selling to labor and management a program of visual efficiency studies.—*M. R. Stoll.*

617. Crouch, C. L. Why 30 footcandles minimum for school rooms? *Illum. Engng. N. Y.*, 1950, 45, 343-347.—Current approaches to the study of illumination levels for visual tasks deal with two main categories, efficacy and efficiency. Efficacy deals with the ability of the eye to perform better with increased illumination. Efficiency is concerned with the energy input to produce the visual output or performance. Considerations of efficacy are subdivided into the problems of (1) the characteristics of the visual task, (2) the speed of performance, and (3) the relative visibility. Efficiency also deals with the above three categories and, in addition, the index of energy input.—*G. W. Knox.*

618. de Almeida, Hugo Ribeiro. Influence of electric punch card machines on the human ear. *Arch. Otolaryng.*, Chicago, 1950, 51, 215-222.—Aural lesions (usually deficits at 256 cycles) and neuropsychiatric disturbances are reported in a group of 125 employees working in a 1320 cubic meter room with 45 electric punch card machines and 12 typewriters.—*A. C. Hoffman.*

619. Fohsfelden, M., & Presbrey, P. Lighting and seeing conditions for hand sewing in the home. *Illum. Engng. N. Y.*, 1950, 45, 242-252.—The use of the visibility meter demonstrates that the chief factors enabling the eye to see a stitch against its background are color contrast, differences in the specularly reflected light reaching the eye from the thread and cloth, and the minute shadows cast by the thread. The authors conclude that the current recommended footcandle levels for the task of sewing are too low and that footcandle levels should vary between 40 and 150 footcandle depending upon the contrast and other conditions of good seeing.—*G. W. Knox.*

620. International Labour Office. Nutrition in industry. Montreal (Canada), (I.L.O.) Studies and Reports, New Series No. 4, 1946. 177 p.—This is an account of in-plant feeding of industrial workers in wartime. F. G. Boudreau noted in the introduction that in pre-war years the attention of industrial hygienists was concentrated on the prevention of accidents and industrial poisoning, with little or no concern about the nutrition of the worker. During the war the necessity for high production directed the attention of governments and industries toward measures designed to ensure that the workers be adequately fed. L. B. Pett, R. S. Goodhart, and

D. H. Bleloch described the steps taken in Canada, U. S. A., and Great Britain. Limited information is provided on the food habits. No controlled studies were made on the relation of nutrition to health and work output.—*J. Brožek.*

621. Lauer, A. R., Fletcher, Edwin D., Winston, Paul, & Takahashi, E. S. (*Iowa State Coll., Ames*) Effects of night glasses and colored windshields. *Optom. Wkly.*, 1950, 41, 951-955.—Filtering lenses reduce acuity in low illuminations but not in proportion to their transmission factors; some filters seem to subjectively reduce blinding effect of on-coming headlights but give a net loss in visual acuity. Since night driving hazards are more common with insufficient illumination, anything which further reduces seeing efficiency is not to be recommended.—*D. Shaad.*

622. Lazarus, Irwin P. The nature of stop watch time study errors. *Advanced Mgmt.*, 1950, 15(5), 15-16.—This is a report on a test conducted with the cooperation of 50 industrial engineers in 5 companies to estimate the size of the mean error and the standard deviation when the snap-back and the continuous methods of watch reading are compared. By means of a stimulus generator the errors of the engineers were checked. The net result from the findings was that when the elements require constant visual attention the mean error of the continuous type readings is less than that of the snap-back type readings.—*H. Moore.*

623. Learoyd, C. G. The carnage on the roads. *Lancet*, 1950, 258, 367-369.—Means of preventing traffic-accidents are discussed: engineering improvements (road signs, road beds, etc.), education (lectures, movies), and enforcement (tests of fitness and accident-proneness, licensing procedures).—*A. C. Hoffman.*

624. Sutermeister, Hans. Über Farbentherapie. (Concerning colour-therapy.) *Grenzgeb. Med.*, 1949, 2, 233-240.—Reports of German and American researches concerning attempts to enliven the pleasure of work in the factory: colour and music-therapy represent a very valuable means of healing for psycho-hygienic as well as for psycho-therapeutic purposes, in the form of a "relaxation regression" which stands in direct opposition to the growing intellectualisation of the breadwinning occupations.—*P. L. Krieger.*

(See also abstracts 44, 103)

BUSINESS & COMMERCE

625. Mossin, Albert C. Selling performance and contentment in relation to school background. *Teach. Coll. Contr. Educ.*, 1949, No. 952, viii, 166 p.—The relation of high school background, intelligence, and age to job contentment and performance of teen age department store salesgirls was studied. The 94 subjects used in the study were all employed in a large New York department store, ranged in age from 16 to 19.5, and were all products of New York public schools. The girls were interviewed in regard

to their attitudes toward high school, and as measures of their job contentment were administered three instruments: a job functions interest blank, a job-conditions satisfaction questionnaire, and a job ranking test. Job performance was rated by professional women shoppers and by supervisors.—
J. E. Horrocks.

UNPUBLISHED THESES

(Copies available through inter-library loan.)

626. Bradt, Kenneth. **A study of an experimental productive technique: Robinson-Bradt Test of Imagination.** 1950, M.A., Syracuse U.

627. Casperson, Roland C. **The visual discrimination of geometric forms.** 1950, Ph.D., Johns Hopkins U.

628. Detambel, Marvin H. **A reanalysis of Humphreys' 'Acquisition and Extinction of Verbal Expectations.'** 1950, M.A., Indiana U.

629. Fonda, Charles P. **The nature and meaning of the Rorschach white space response.** 1950, Ph.D., Johns Hopkins U.

630. Hanes, Randall M. **Basic validity of fractionation technique as a method for scale construction.** 1950, Ph.D., Johns Hopkins U.

631. Pusar, Arnold. **An indirect approach to the measurement of vocational interests.** 1950, M.A., Syracuse U.

632. Sternberg, Jack. **An analytical study of a selection interview procedure.** 1950, M.A., Syracuse U.

633. Strange, Jack R. **The effect of an irrelevant drive on the reaction tendency specific to another drive.** 1950, Ph.D., Johns Hopkins U.

634. Zubek, John P. **The cortical basis of roughness discrimination in the rat.** 1950, Ph.D., Johns Hopkins U.

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¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (f) indicates unpublished theses. The letter (i) indicates films.

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